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

TITULO: The use of a Project to promote Speaking Skills in a Foreign Language (ELF) class, with third secondary grade

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"THE USE OF A PROJECT TO PROMOTE SPEAKING SKILLS IN A FOREIGN LANGUAGE (EFL) CLASS, WITH THIRD SECONDARY GRADE"

ENSAYO PEDAGÓGICO

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PRESENTA:

ADRIANA VIANNEY VÁZQUEZ MENDOZA

ASESOR :

MTRO. JUAN GERARDO DE LA ROSA LEYVA

SAN LUIS POTOSÍ, S.L.P.　　　　　　　　**JULIO DEL 2020**

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DEDICATORIA

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INTRODUCTION

The following pedagogical essay is the product of a process of research and teaching practice carried out with a group of third year of secondary education, this document has the name of "The use of Project to promote Speaking Skills in a Foreign Language (EFL) Class, with third Secondary Grade", designed during the 2019-2020 school year, and analyzing the practice periods that were experienced during the aforementioned school year at the Mide School"Dionisio Zavala Almendrarez".

This pedagogical essay, represents the results obtained when working with the third-year group A, from the aforementioned middle school, I chose this study group because during my observation periods, this group was the one with the fewest absences of the groups that I was in charge, and I found it interesting to work with them, since being a group with fewer faults, I could have better progress and record of the work process that was developed, and in this way, the students were able working through projects and improving speaking skill.

One of the main reasons why I chose to work with this topic was because speaking skill, in my experience, is the skill that is least practiced in the classroom, however, it is very important for there to be a communication being this the main purpose of English. This skill is not given the importance that it should be, both by students and teachers, several factors lead to this skill not being worked on, for example, the lack of level of students, lack of time to practice, the fear that students come to have when they want to express themselves in a second language, even many times English classes are not in this language, and it is easier for teachers to give instructions in spanish, which leads to an imbalance so that the speaking ability can be developed.

For this reason, my goal was for speaking skills to be worked on more frequently in the classroom, and for students to overcome that fear of expressing themselves, that is, to have confidence in the class and other types of values that were also sought to be implemented in classes, as well as the incorporation of activities where creativity will be incorporated.

On the other hand, during the observations I made to the group, I noticed that it was a group that needed to work through clear instructions, which were implemented step by step. In addition, I also observed that it was a group that had students with strong leadership and a lot of creativity. Therefore, the option of working through projects was the best opportunity for me to take those skills that I had observed in the students, and in this way, they could improve speaking skills.

Project-based learning is a methodology that enables students to acquire key knowledge and skills in the 21st century by developing projects that respond to real-life problems. (Maria, 2015) The use of projects was the best alternative for achieving the objectives of the research since a project consists of the planning and selection of activities in order to achieve the objective of the learning that leads to a product. As Thornbury states, "there is a difference between the classroom tasks and projects, that is to say, that the preparation of the project, usually extends over more than one lesson and can involve some research outside the classroom" (Thornbury, 2006)

When implementing the project, different challenges were faced that led to a greater reflection of the work that I was doing with my students, I always sought to face the barriers that were in the work process, looking for new authors to help me deal with the difficulties to manage to face them in the best way. One of the main challenges was obtaining evidence that the students were significantly learning the topics of the study program, since by working in this way the students become very independent, and for this reason, they generate ideas and proposals that tend to be different with others, which leads to a great diversity of knowledge, for this it is important to take evidence of the process that the students are working on, because there may be a lack of control regarding the learning acquired, and that is when the use of continuous evaluation it is necessary. Within this document, the points that were taken into account to evaluate the process of the projects are indicated.

The process that the projects entail takes a long time of execution, since it is not the same to work a topic in a class to give continuity to a topic during several sessions implementing different strategies, skills and competences, facing situations such as lack of resources to

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carry out the project, or even that the goals do not fit the ideas that the students are generating, for this reason, it is important that the teacher is a total guide of the students.

The projects were communicative, the planned activities were communicative, as well as the purposes, it was always sought to promote the use of speaking skill, and the advantages of this were that the students worked in teams, which helped to support So that the students were able to know in a second language, they complemented each other's knowledge, and in this way, they were able to solve problems and work collaboratively.

The role that both the students and the teacher have when working with projects are very different when compared to traditional classes since the method of projects is focused solely on the student, is the only one responsible for acquiring their knowledge, since they direct the activities that go through each of the steps contained in the project, and in this way the students define their tasks and time, working independently. On the other hand, the role played by the teacher is different from the role usually played in a traditional class, since the teacher is constantly monitoring and observing that it worked and did not work in the tasks that the students applied, and the responsibility that it has the teacher is to provide only resources for students to facilitate learning. One of the most important challenges I faced as a teacher was to get rid of traditional roles, that is, let the students work on their own, only provide them with resources that would facilitate their work.

The advantages of using projects are mainly the interest in learning, the responsibility, the design of plans, that is, having a better organization, on the other hand, collaborative work, own initiative, technological skills to search for information and personal skills such as It is organizing goals and times, in addition to allowing greater and better communication to exist, and ardently asking that students manage to express themselves, in this case, this greatly favored my objectives, since the students spoke more the second language to communicate their ideas and discoveries.

Hoping that this essay will be useful for anyone willing to read this document, I write down the experiences I lived through intensive practice as a teacher, making it clear that the use of projects is a good alternative to promote the use of speaking with high school students.

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In my professional training working with this pedagogical essay, I found it a total challenge, which can still be continued, it helped me to know the skills and weaknesses that I never thought I could have as a teacher, this pedagogical essay is very useful. for me, as well as being part of my degree modality, it helps me to get to know new strategies, resources, activities and capacities that promote learning.

CHAPTER I

I.   CHAPTER I- TOPIC OF STUDY

The following pedagogical essay, it was done with the intention to analyze and reflect one of the four English language skills; therefore, it was focused on speaking skills. Was analyzed, due to the fact that was one of the skills that students needed improve, because of during the observations I made in some classes of the English subject of the groups with which I worked, I managed to reflect that this skill was often the one that is least practiced in an English class, in a public school because many times it requires a deep practice, and besides, it not only represents learning vocabulary but also training the phonation muscles, so that they are capable of achieving an acceptable accent or pronunciation, which is difficult to work with many adolescents, in addition to the time and situations experienced in the classroom are often not adequate, however, this skill is of utmost importance in learning a second language.

Although during the diagnostic test applied this was the one with the highest level in the four groups that I have in my charge (3rd A, 3rd D, 3rd E and 3rd F) of Dionisio Zavala Almendarez Middle School, even though they reach a high speaking level was not enough for the grade that they were studying according to the graduate profile of basic education in secondary school. For this reason, a need was detected due to the lack of English use inside the classroom, because students did not practice speaking enough, and when they were taught, many of them used their mother tongue to communicate, and this not the purpose of the English class, the general purpose of the subject Foreign Language, English, according to "Aprendizajes Clave book" is that students develop skills, knowledge, attitudes and learning strategies to participate and *interact in social practices of language*, oral and written, typical of different routine communicative and cultural contexts, with native and non-native English speakers (SEP, Aprendizajes Clave, 2017). This implied: use the foreign language to organize thought and speech; critically analyze and solve problems, as well as participate in various exchanges and cultural expressions of their and of other countries. The information wrote in this text was through the analysis of the experiences and results obtained in the

periods of teaching work at the Dionisio Zavala Almendarez Secondary School, worked with adolescents between 14 and 15 years of age.

1. **Nucleus and Topic Line**

Due to the fact that the title of this pedagogical essay is "The use of a project to promote speaking skills in a foreign language (EFL) class, with third secondary grade", The nucleus of this project was the "Didactic competence in teaching the specialty ", in order to use this document as a tool to help me met the needs of my students, and took the effects, reactions, learning and experiences of my groups when worked with the use of projects in my periods of teaching practices in the classroom. Since this pedagogical document includes the different experiences and analysis of the classes in the group of 3rd A, also taking into consideration the topic lines established in "Academic Guidelines for the Preparation of the Reception Document" (SEP, Orientaciones Académicas para la elaboracion del documento recepcional, 2002), the topic line that develops this essay is "The analysis of the teaching practice", since this document considers my experience developed as a teacher trainee with several groups in high school, but as already mentioned, taking into account the detailed analysis with the 3rd grade A in the English language.

Continuing the purpose of the English subject in Middle School, students needed to learn the second language not only using grammar or vocabulary, but the main objective was that they were able to communicate, and for this reason, it was very important to communicate it orally, but focusing on reality, many times students fear speaking a second language, since it was not easy or comfortable for them, in addition to the fact that there are factors that prevent it, such as the fact that the primary level has not worked with this skill or in previous years, for this reason speaking was not as developed in students. Gave this, applied techniques, and implemented activities in which students could interact in different contexts since students had the opportunity to interact with other people, and there was an important need that was introduced by interacting with other people focusing on their social context. According to Gutierrez, the mastery of a second language gives people today greater possibilities of

sociocultural development, and on the other hand, it presents English as a global or international language. (Gutierrez, 2010)

1.2   School Context and Geografical Location

The school I carried out my intensive practice was Dionisio Zavala Almendrarez (Work code 24DES0018Z) is a middle school located on Fernando de Magallanes #239, Industrial Aviacion 2da Secc, in the city of San Luis Potosí, (App. A) the zip code is 78140. It is a central school, in its surroundings, there are houses and local business, such as a stationery store, and a small fast food and lunch shop. According to comments from the teachers of the institution and the principal of the school: Enrique Arévalo, it is a quiet zone, free of violence; It is always inhabited by the community that lives near high to school, and there are no gangs that endanger students or the community.

It was important to discover the social relationship that the students had in the place where it was developed, and thus I adapted the teaching to gave the student an educational and innovative quality according to the interests of the student. For example, the music that they listened to in the place where they lived, the shops that existed and so they can adapt the classes to the students' context so they were interested in it. A student must know how to apply what they have learned to new situations or problems in their life, and they must know when it applies.

> Hammond established that to teach for transfer, teachers must ask, what it is about what I am teaching now that will be of value, of use, and a source of understanding for my students at some point in the future . (Hammond, 2003)

Through the observation and the various talks that were made during the "Consejo Técnico Escolar" (CTE) on the dates of August 12, 2019, to August 21 of the same year, since these issues were discussed with the school principal, Enrique Arevalo some topics than have great importance in the development of this text.

1.2.1   School History

I made use of the historical document of the institution, (Rojas, 2005) I managed to rescue that the school "Dionisio Zavala Almendarez" was founded on September 12, 1973, having 46 years of legacy. The architect in charge to build the school was Joel Cuevas Patzuengo. Taking charge of the direction of the school for the first time Prof. J. Jesús Mayorga Campos. The school only had 10 teachers, two administrative, two prefects and two janitors. During this time a code school was given "ES34Z-18" and for thw work center was 24DES0018Z. Dionisio Zavala Almendarez was invited to the inaguration of the school in his honor but he was not able to be in San Luis Potosi, because of heatlh issues and unfortunately, he die done day before it was inagurated.

1.2.2   Current Social Condition of the School

"The quality of school facilities has an impact on student and teacher outcomes,this concept can help to improve the learning and teaching, in addition to helping in the needs that students have" (Mendell, 2005).

The school is built of concrete, the walls are painted brown brick material combined with a blue color, it has a white colo rail at the entrance of the institution and then a second rail of the same color, the second rail is made of glass. At the entrance of the middle school, we can observe a big statue, in honor of deputy Dionisio Zavala Almendarez, which has the name of the institution. The middle school has 18 classrooms, which are part of the education of 448 students in the morning shift, 200 are boys and 248 are girls. In the same way, another school facility of the institution is that it has large and diverse areas, such as a library, field, courtyards, a music classroom, an audience where students can experience various activities, such as the practice of sports such as volleyball, soccer, basketball, and on Mondays the ceremony of honor to the Mexican flag takes place in the court for physical education activities. During the "Consejo Técnico Escolar" (CTE) it was mentioned on several

occasions that the school lack technological material in several classrooms, which was a great disadvantage to the needs of teachers and students.

The heterogeneity of the group helped to reflect the diversity of materials that can be made, focusing on the student's skills. The information obtained in student enrollment lists for the school year 2019-2020, showed that the 2nd and 3rd grades had between twenty-five and twenty-nine students, but on the other hand, the 1st grade had twenty-five to thirty students. The students of middle school Dionisio Zavala Almendarez, had an age range between 11 and 15 years, the age of the students helped to obtain the interests that are had at this age. This helped at the moment to plan a class because as a teacher I adapted material, topics, context, and resources according to the age of students, and it was more interesting for them. There were several cases of students with different abilities since middle school teachers mentioned that there were several students channeled with attention deficit, microcephaly, and several different needs, but fortunately, the necessary attention was given in the school, for the staff of "Unidad de Servicio de Apoyo a la Educación Regular" (USAER).

The students and the teacher need a comfortable, organized and at the same time stimulating place, providing a sense of permanence and ownership. (Mifflin, 1987).

During a session of CTE (August 15, 2019) it was mentioned that students were sitting in lines in the classroom, according to their list number, this affected the English class, since many times another style of accommodation of the students as needed, since different activities were done, or it even affected because the students always were working with the same classmates who were closer to their places and it was not a total group integration. On the other hand, it was proposed to change this strategy and form the lines according to the learning standards and multiple intelligences that students had.

The study programs can help organize ideas by focusing on how to work different skills, in previous years, the subject English was worked for study programs: "aprendizajes clave" and "PNIEB" (cycle four). During this school year, first and second grades worked with "aprendizajes clave" and third grade worked with "planes y programas 2011", this was due

the third-grade students started with planes y programas 2011 and they had to end with this program, otherwise there could have generated a lack of control with the objectives and graduation profile designed for these plans and programs, the same happens with the first and second grades that they continued working with Aprendizajes Clave program. During the CTE sessions, teachers discussed issues about activities that should be done for the student to have a better school performance, from what I rescued that music is widely used in the subjects, in addition to working with emotions and values in the classroom. Another very frequent activity was mathematical reasoning in the different classes before starting with the class.

1.2.3 School Personal

The principal of Dionisio Zavala Almendarez was Prof. Enrique Arevalo and the vice-principal was Prof. Natividad Francisca Hernández, the rest of personal were 53 in total; 27 were teachers and 23 were; secretaries, coordinators, "prefectos", and personal of maintenance. Many of the teachers of this middle school were young (23-30 age), and some of them studied the pedagogy degree in the "Normal del Estado de San Luis Potosí", all of them worked in the morning shift.

1.2.4 English Academy

"Dionisio Zavala Almendarez" middle school, had different academies such as Spanish, Mathematics, Social, etc; but in this case the English academy is emphasized, according to comments from the teacher Nohemí, who was my main teacher in this practice, the academy of English was organized by working together with teachers to improve the learning and teaching of a second language.

The academy was made up of four teachers in the morning shift, which covered with the eighteen groups of the institution of the three existing grades, these teachers are Teacher Nohemí, Bachelor of English Alberto, Bachelor of English Carolina, Teacher Aidé, and Bachelor of English Alexandra, they shared and take new strategies during the Consejo

Técnico Escolar (CTE). Besides, the academy was divided into three categories, as president of academia, Bachelor of English Carolina, as secretary of the academy, teacher Nohemí Flores, and the role of vowels were the rest of the English teachers, all of them worked as a team to improve student performance. According to teacher Nohemí, the main aim of the English program was that students were able to improve communication in a second language with linguistic skills that helped students develop this skill, as stated in Aprendizajes Clave (SEP, Aprendizajes Clave, 2017). In the interview check in the month of August 2019 with Teacher (App. B), in charge of the groups 3rd A, 3rd E and 3rd F (Coronado, 2019) she commented that the material she used is created by her students, and she chose the best material, another resource that she used frequently is the classroom was board, in which she wrote the activities that her students did during class depending on the lesson. There was no other resources within the classrooms, but it was possible to request the media classroom or audiovisual room to use projector, speakers or computers.

The evaluation that she used in the subject of English is 50/50, which 50% was the value of the written exam, while the other 50% was take account the work in class, doing homework and participation both in team and individual. I spoke with teacher Nohemí, and she mentioned that the groups 3rd A, 3rd E and 3rd F had between 27 and 30 students, which had as strengths to be very participatory and cooperative before the activities presented to them in the English subject. The disadvantage was that they did not have an English language practice, therefore, students did not have the level required by the SEP which was B1 level that they should have at the end of their secondary education. The only practice or exposure they had before the language are social networks such as Facebook, WhatsApp, Instagram or YouTube, but it was not enough to obtain the required level.

1.3 Relevant Social and Accademic Characteristics

During the 2019-2020 school year, I was in charge four groups of the Middle School Dionisio Zavala Almendrares in my intensive English class practice, these groups were 3rd A (30 students), 3rd D (32students), 3rd E (30 students), and 3rd F (29 students); having a total of 121 students add up the four groups that I had in my charge. During the period that I

had met and worked with the students of the four groups, I had realized that the groups had different characteristics, I will begin to describe my group of study, 3rd A; I chose this group because it was the group with the least number of absences, which allowed me to had a better record of progress, and in this way it allowed me to had more progress on my topic of study, the group had students who were participatory and followed instructions, in the same way, they were students who did the activities proposed by the teacher very slowly, but they got good learning at the end of each activity since they were evaluated or asked about the class, they were able to understand and retained the information saw in class, on the other hand, was a very observer group, they asked why each activity, it was observed that there was good communication between them, as well as tolerance and teamwork in the group. According to Garder's multiple intelligences tests (Gardner, 1993); applied on September 2nd 2019, it was obtained that it was a group that was mostly space visuals and also a large percentage of the group obtained that they had spatial intelligence, students were able to express their imagination through drawings and their ideas were perfectly understood.

3rd "D", was a Pre A1 starters group, only two students of this group had a higher level compared to the rest of the group, one of the students with a greater command of the language traveled frequently to the United States, and he practiced the language. The group was very peaceful, but many of them were afraid to speak in English, such is the case of a student, who at the time of had to speak in the second language preferred not to participate and remain without the activity score. In the group there were two cases of students with special needs, it was suggested by the Head Teacher, Professor Carlos Flores, that the work for them was more specific and gave them greater motivation.

3rd "E" was a group with a higher level of English, but most of the students were very lazy and did not usually practice the language, they thought that it was not interesting or that it did not help them at all, they needed to change that thought through motivation for part of teachers and parents. The group was very disunited, there were different groups, and most of them did not work, or worked very slowly.

The last group was 3rd F, The group was Pre A1, as multiple intelligences had very marked spatial-visual, as well as body kinesthetic intelligence, and that showed because many of them knew how to play instruments or liked to create their material. It was a participatory group, it had 30 students in total, 4 of the students in this group attended private English classes.

> During the first observation period to the four groups I applied a Cambridge diagnostic test, with a Pre A1 Starters level (Cambridge, 2000). it contained 29 Reading and writing questions, 15 listening questions. On the other hand, the diagnostic test applied to speaking skill went to through a presentation of personal information, which the students presented in a period of between 3 to 4 minutes and then asked 5 questions about the information they presented, having a value of 10 points, each item was worth 2 points. The result was that in speaking skill 80% are A1 starters, while in listening, reading and writing only 2% are A1 starters, and 98% True Beginner.

1.3.1   Group Avarage, Needs and Likes

> Cohen, Manion, & Morrison (2002) explains that surveys gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events.

During the first week of observation that was from August 26, 2019, to August 30 of the same year, a survey was applied to each student (App. C), which aimed to raise awareness of the students' interests regarding the English class, as well like their likes, skills and the thoughts they had of the class. The survey contained a total of five questions shown below, it is important to mention that the survey was applied to the students who attended during the dates mentioned above. The objective of this survey was to know more about the interests and abilities that students have, it was essential to know what they thought of the subject, according to the survey applied the English language was important for the majority of students, this means that in reality, they believed that knowing a second language was a key piece, and this was relevant because they were motivated to learn the language and find it important in their lives.

On the other hand, although English was important for most students, it was difficult for them to learn it, according to Etelvina Sandoval, as people grow older they find it more difficult to acquire a language (Sandoval, 2014), and as a result of the surveys many of them not had enough contact with the language, it was a worrying situation, but the search for strategies and activities according to the level of the student is indispensable, for this reason in the lesson plans I tried to adapt to the level they had. The survey also addressed questions about how students liked work, related to Classroom Management, there was a lot of variety in the groups, some liked to work alone, others preferred to work in teams or couples, this was a big challenge because they must learn to work both as a team and individually, for this reason, I had the opportunity to apply different activities with different groups and individuals.

1.3.2   Linguistic Needs and Diagnostic Exam

> In medicine, the diagnosis is made only to know but to cure. In education, the diagnosis is made to improve, to solve problems, to solve learning difficulties, to contribute more effectively to the development of the basic skills of our students (Trujillo, 2012).

The diagnostic test was done to four groups of the Dionisio Zavala Almedarez middle school, 3rd A, 3rd D, 3rd E and 3rd F; It the first day the Reading and Writing ability was applied, the second day the Listening ability was applied and on the last day, the Speaking ability. The reading and writing ability diagnostic test, as well as the Listening diagnostic test, was obtained from Cambridge and was assigned with a Pre A1 Starters leve (Cambridge, 2000). (App. D).

What is Pre A1 Starters? It is a diagnostic test which tests are written around familiar topics and focuses on the skills that are necessary to communicate effectively in English, that is, listening comprehension (Listening), oral expression (Speaking), comprehension of reading (Reading) and written expression (Writing). It is the first of the Cambridge exams and is aimed at those people who are beginning the process of comprehension of the English language. The characteristics that the Pre A1 starters level diagnostic test has are: it is aimed

at those beginners of the language, the tests contained are of basic topics and that are presented in everyday life, the vocabulary is an A1 level and finally each skill is estimated to be done in 25 minutes. (Cambridge, 2000).

I chose this diagnostic test because the tests are focused on basic topics, and I wanted to discover if my students know these basic topics, to know where to start, how to contextualize and what strategies to take. It was necessary to know what my students know and to what extent they have advanced, for this reason, I applied the Pre A1 Starters diagnostic test, because they are beginning to acquire the learning of a new language.In the diagnostic test, for reading and writing skills, twenty-nine total items were taken into account, this section was divided into six stages, the first stage was for reading ability, this section being vocabulary, this first section contained five items. The second section contained five items and was reading skills, being reading comprehension. The third stage contained five items and was about writing skills, which focused on vocabulary about animals. The fourth stage contained five items focused on reading skill and writing skill, and in this section, the gaps had to be completed according to reading compression The fifth stage was intended to answer questions according to an image presented and was oriented in writing skill. Finally, the sixth stage was aimed at the ability to read, in turn, had four items, which examined reading comprehension.

On the other hand, for the diagnostic listening test, fifteen items were taken into account, this test was extracted as already mentioned from Cambridge A1 Starters Level, which was divided into three stages. The first stage had five items, which according to the audio had to draw the lines that corresponded to the person who was speaking in the audio, this activity had an image. Stage number two had five items in which a question should be answered according to audio. And the last section was to choose the correct image according to the audio, which also had five items.

To assess the speaking ability, students were asked to create a presentation with personal information about themselves, this was requested by the headteacher of the groups, after they

presented their information, they were asked 5 Questions to each of them, according to their presentation, and each question was worth 2 items, the five questions were the following:

How old are you?

Where are you from?

What are your hobbies?

How is your family?

Who are your best friends? Why?

In conclusion, in this diagnostic test applied, the four groups obtained a lower percentage of reading and writing skills, which should be reinforced during future class sessions, with activities that are contextualized to their daily lives so that they are more interesting for students, and will be sought material and strategies that help give these two skills a better reach. On the other hand, the students obtained a higher qualification in the speaking skill, and this helps a lot, since the topic chosen for the reception document is focused on this skill, and this would be a great point in my favor to develop this topic. Although in the same way as with all skills, you should seek to strengthen the skill in future classes.

It is important to mention that for the age of adolescents who were examined in this diagnostic test process and according to Jean Piaget in his Cognitive Theory, he explains that students of this age, that is 12 years old or older, are in the stage of the formal operations, to which, in this stage the adolescent achieves abstraction on observed concrete knowledge that allows him to use the inductive and deductive logical reasoning (Piaget, 1971). For this reason, in order to increase student performance, it will be necessary, as Piaget says, to use material that is kinesthetic for the student, that can manipulate it and also material that the student observes and relates it to aspects of their daily life so that they are is recorded and in this way apply a logical reasoning and he is able to communicate his reasoning through language

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1.4 Description of the Case Being Studied

The topic of study for the pedagogical essay that I studied was "The use of projects to promote speaking skills in an EFL class, with third secondary grade". To was able to choose the case study that is carried out during my intensive teaching practice, I first chose to get to know the groups with I was work (3rd A, D, E, and F), through surveys that resulted from the interests of the students, as well as a test of multiple intelligences written by the pedagogue Howard Gardner in 1983. In the mentioned test I obtained that the students with whom I worked, mostly with interpersonal intelligence, that is, the ability to interact and understand people and their relationships. (Gardner, 1993)

On the other hand, during the observations I noticed that the students lacked language practice, usually in their English classes, they had performed more the reading and writing skills, and this was also reflected in the diagnostic exam, there was a need for students to reinforce the ability to speak. Besides that in plans and programs of study for basic education (SEP, Planes y Programas de Estudio Educación Básica, 2011) one of the standards of the second language: English, which establishes that students can able to establish communication with language. Additionally, the purpose of teaching English in Basic Education is that students obtain the necessary knowledge to participate in oral and written social practices of native and non-native speakers of English through specific skills. Due to this purpose, I had the intention that students acquired these skills to were able to participate orally in the English language. Students needed to develop those communication skills to comply with their graduating had and that they must develop.

I decided that the students needed to improve their speaking skills, but they had needed to follow a plan that is interspersed to were able to produce a task where they could communicate orally. In other words, they needed to have a project with coordinated activities that leads them to communicate through speaking ability. Students demonstrated in the observations that they need a guide to be able to perform a task, and also because in the surveys carried out they announced that they liked to work the following instruction and having a guide. Through projects, it was intended that students increased the use of speaking

in the classroom and that they felt comfortable talking because they improved this ability through a series of related activities until they felt confident that they can communicate in a second language.

Project-based learning is a methodology that challenges students to become protagonists of their own learning by developing projects that respond to real-life problems. When incorporating project work into content-based classrooms, instructors distance themselves from teacherdominated instruction and move toward creating a student community of inquiry involving authentic communication, cooperative leaning, collaboration, and problem solving. (Stoller, 2002)

The academic purpose that I had was to promote the use of English in the classroom because many times even though is an English class, many teachers in public secondary school give instructions in Spanish and even the class in Spanish and at the time the students they develop a task, a project or an exam they apply in English; and this makes the students enter get confused with the language, in addition to not giving importance to the subject and on the other hand they get used to expressing themselves in Spanish despite being an English class. According to Harmer, it is not a good way to teach, students can get confused and speak using only L1 even if they are learning a foreign language. (Harmer, 2019)

1.4.1   Purpose of Study

On the other hand, my personal goal was to make students express in a second language, besides I carried out projects that I was able to motivate my students, and that in this way they were not afraid to express themselves orally, in the same way, I hoped to develop activities that are different for students, through which my students and I always had the purpose of learning something new, and in this way, they had the confidence to express ourselves in the English language. As an academic purpose, I expected my students could communicate orally and that the project with which they work will have an impact on students not only academic but also personal, that they learn to work in teams and took responsibilities

1.4.2 Action Plan

My action plan, first of all, was to investigate what oral communication is and how it was reflected in the classroom, in addition to research on how projects can be worked in the classroom and how they impact students. It worked with communicative activities to promote the use of English and improved the use of speaking in the classroom and in this way the students got used to using it, these communicative activities were implemented through projects which were they were performing with a series of steps. Besides, the projects were carried out in teams. Focusing on the projects that were work on to obtain the purpose of this topic of study, I had hoped that the project was of the interest of the students, I had hoped that the students felt taken into account, that is, they felt that I was interested in the opinion that each of them had, and thus generate a high level of confidence in them so that they can communicate. The first activity that I considered was a timeline which the students could explain orally, also the timeline was about their stay in high school, which was attractive to them, but this timeline took a series of steps.

1.5 What is Known About the Topic?

The standards established for English in Secondary are grouped into four aspects, which students are expected to develop during these three years of secondary education; these four aspects are comprehension, expression, multimodal, attitudes for language and communication. It is expected that at the end of the middle school, students must have consolidated the basic English skills and the necessary knowledge in this language to use the receptive type skills, those of oral production and initially, those of written production, by participating in social practices of different communication contexts. (SEP, Planes y Programas de Estudio Educación Básica, 2011).The students of the third grade of secondary school in their school period, acquire the basic skills in the English language to participate in social interactions that, in addition to listening and/or reading comprehension, begin to demand the use of productive type skills specially oral to develop simple and daily

communication tasks of familiar and habitual topics. (SEP, Planes y Programas de Estudio Educación Básica, 2011).

I focused on one of the four standards established for Secondary English, "Expression", this standard refers to oral expression, which was what is sought to promote during this school period with the groups that I had in charge. According to the National English Program (PNIEB): Oral expression at this level implies the ability to spontaneously participate as an interlocutor in brief and habitual exchanges, which occur in different social environments, based on articulated sequences of enunciation appropriate to the context and a specific audience (SEP, 2011), This standard offers, linking constructions to form sequences of ideas, which makes me an excellent option to work through educational projects because although these projects are built through sequences that carry an order to achieve an objective and thus form the idea that is expressed orally and if the sequences that the project has been met there will be communication.

1.5.1   Communication

Communication is the process of transmitting information and common understanding from one person to another. (Lunenburg, 2010). The word communication is derived from the Latin word, communis, which means common. For this reason, people should be taught to communicate efficiently and effectively, because communication is essential to achieve interpersonal relationships, as well as being able to access all kinds of knowledge and produce new knowledge.

We are primarily "social" beings, in the sense that we spend most of our lives with other people. Therefore, it is important to learn to understand each other and to function properly in social situations. Communication is the act by which an individual establishes a contact with another that allows him to transmit information. Various elements are involved in communication that can facilitate or hinder the process:

-Emitter: The person (student or teacher) who issues a message.

-Receiver: The person (student or teacher) who receives the message.

-Message: Content of the information sent.

-Channel: Means by which the message is sent

-Code: Signs and rules used to send the message (actions).

-Context: Situation in which communication occurs.

(Alicante, 2007)

1.5.2 Types of Communication

According to Frederic Chaume (Chaume, 2005), the forms of communication are grouped into two categories, which are verbal communication and non-verbal communication. Verbal communication is one that is presented by word and can be of two types: oral and written. Nonverbal communication is one that is transmitted through body expression. Written communication has the characteristics that when using it, you can review and eliminate errors before it is transmitted, in the same way, the receiver can read it at their own pace and review the information it contains. On the other hand, oral communication is usually more personal and individualized, that is, it is produced at a precise moment and can help nonverbal elements, such as movements and gestures; unlike written communication, oral communication cannot be reviewed, once said something cannot be deleted.

During this school year, I was given an approach to my classes, through oral communication, since it was an excellent means to transmit feelings and emotions and also helped to convey brief and simple information, and this was what I was looked for my students to express themselves. I was work on communicative activities (CA), to expand the speaking skill of the third year students that I had in my charge during the 2019-2020 school year.

1.5.3 Communicative Activities (CA)

Communicative activities (CA) has been acknowledged by language trainers all over the world. The essence of this method is the improvement of sociolinguistic and linguistic

competences. Thus, CA aims to enhance students 'communicative competence so that they can overcome the pitfalls of traditional teaching approaches (Song, 2007). The communicative activities are those that allow the student to speak and be able to listen to their classmates or the people who participate in the activity. The purpose of these activities is that the classes are dynamic and break the barriers of a traditional class in which only the teacher participates and the student does not speak. According to Jim Cummins, the benefits of using communicative activities in the classroom are, there is more exposure to the English language so students have more opportunities to use the language, besides, the activities are fun and interesting for students because provides greater opportunity to use authentic materials.

To develop and implement different communicative activities (CA) in the classroom, it was necessary to incorporate creativity in them, since if there was creativity, also existed a motivation that allowed students to made use of oral communication, but for this, it is necessary to take into account the needs that the students had, in the same direction involved the students in this process, and integrated them to worked through projects.

1.5.4   Project

A project is a set of activities to be carried out in a specific place, in a certain time, with certain resources, to achieve pre-established objectives and goals; All selected as the best solution alternative. (Maserang, 2002) . Project learning is a multidisciplinary approach that stimulates cooperative work, building on the strengths of students and allowing them to explore their areas of interest within the framework of the curriculum.

Accodrind to Roxana Enache, the goals that are sought to be achieved when working with projects are:

-Promote student's active and motivating learning through different tasks.

-Apply the knowledge acquired to real-life situations, through the projects carried out in the classroom.

-Potentiate cooperation and work in groups for the implementation of different tasks.

-Assume different roles within a workgroup to carry out the various tasks proposed.

-Involve students in their learning.

-Develop creativity and originality in students.

-Develop attitudes of respect and responsibility in working in groups.

An educational project is one that pursues training and learning objectives in a given context. Like any project, it arises from the diagnosis of a specific need and, in general, is linked to the educational system that operates in that area, beyond whether it is public or private. (Trallades, 2019). A project has different aspects that must be taken into account so that it is possible to carry it out, these aspects first of all, a record of needs or problems detected by the student is needed, this being part of the results of the diagnostic test, as well as the experience that has been had with the group during intensive practices. Another important aspect, are the objectives or purposes, that is, what will be executed to solve the needs detected. On the other hand, the activities to be related are part of the aspects that the project has, these are the breakdown of the tasks to be executed specifically with respect to the work areas. The following aspect is conformed by time, which is the breakdown of activities and real times for their development. And finally, the evaluation strategies.

1.5.5   Types of Projects

Henry (1994) describes that projects can be "structured", "semi-structured" or "unstructured". These projects are organized by the teacher, the teacher is in charge of designing the themes, materials and presentation of the same, on the other hand the student will be in charge of developing the activities that the project has in the classroom.

Unstructured Projects

This type of project is designed, directed, analyzed and presented by the student on a specific topic. The role of the teacher is only to ask the student for a final product and the student should look for information and present it with certain requirements previously

indicated. The teacher does not provide material or sources of information, that is, focuses only on requesting work.

Semi Structured Projects

It is a combination of structured projects along with other activities that require more effort from the students. That is, the teacher provides students with different work options and they will choose the one they like the most. For that reason, the opinion and work of the student is taken into account in the same way as the structure of the project offered by the teacher.

Real-world Projects

Unlike the previous simulated projects, there are real projects. And as the word says, the student or group of student's works with a real problem and provides ideas to solve a specific situation. (Vilchis, 2019)

1.5.6 Steps to Develop the Project

> According to William Asmhon, project-based learning allows students to acquire key knowledge and skills in the 21st century by developing projects that respond to real-life problems. Students become protagonists of their own learning and develop their autonomy and responsibility, since they are responsible for planning, structuring work and developing the product to solve the question. (Asmhon, 2007)

The teacher's job is to guide and support them throughout the process, for this it is necessary to follow a series of steps to develop the project.

1. Selection of the topic and approach to the guiding question: during this step, a topic is chosen linked to the reality of the students that motivate them to learn and allow you to develop the cognitive and competence objectives of the course they are looking for.

2. Team formation: It is when groups of three or four students are organized, so that there is a diversity of profiles and each one plays a role.

3. Definition of the product or final challenge: The product that students must develop is established based on the competencies that are expected to develop, in this case it would be for students to develop the sepaking skill through communication. It can have different formats: a brochure, a campaign, a presentation, a scientific research, a mockup.

4. Planning: The teacher asks the teams to present a work plan where they specify the planned tasks, the ones in charge of each one and the calendar to carry them out.

5. Research: The teacher should give students autonomy to search, contrast and analyze the information they need to do the work. The only role of the teacher in this step is to guide and act as a guide.

6. Analysis and synthesis: The time has come for students to share the information collected, share their ideas, debate, develop hypotheses, structure the information and find the best answer to the initial question among all.

7. Product development: In this phase students will have to apply what they have learned to the realization of a product that responds to the question posed at the beginning. Where they use their creativity.

8. Product presentation: Students should expose their classmates what they have learned and show how they have responded to the initial problem. It is important that they have a structured script of the presentation, clearly explain and support the information with a wide variety of resources.

9. Collective answer to the initial question: Once the presentations of all the teams are finished, the students reflect on the experience and are invited to find a collective answer to the initial question.

10. Evaluation and self-evaluation: Finally, the work of the students is evaluated, and they self-evaluate. It will help them develop their spirit of self-criticism and reflect on their failures or errors. (Genn, 2015)

1.5.7 Project-Based Learning

The use of projects is booming since they can lend themselves to creating a multitude of ideas with only one topic, but it is important to adapt it to the student's need, that is, take into account resources that are accessible to students, and that lend themselves to the times of the students and the subject. It also requires autonomy work, since the teacher only designs the activities, but the student performs them with his/her creativity and ingenuity, but it is a complex task for the teacher that involves monitoring the student's work. To maintain control without preventing students from taking responsibility for their work

For students to acquire an apprenticeship and according to (Reeder, 2007), it is essential:

- ✓ Facilitate the process and the love of learning.
- ✓ Teach the students how to work collaboratively.
- ✓ Designate fluid roles for group members.
- ✓ Have students choose their primary roles, but assume responsibility and interactivity for all group roles.
- ✓ Remind them that every part of the process belongs to each individual and needs each student's total involvement.
- ✓ Provide resources and guidance.
- ✓ Assess the process by creating team and project rubrics.

1.5.8 Speaking Skills

There are four fundamental skills within speaking, which were worked on throughout this analysis, with the intention that students learn to develop this skill, these four skills taken into account were:

1. Fluency. It refers to how comfortable and safe we feel when speaking in a second language, it is also the measure of how long it is possible to speak or so it is possible to speak it for a long time, this also refers to how ideas are associated so that our information transmitted to the receiver is understandable.

2. Vocabulary. It means to grow our words, the greater the number of words known, the greater the information that can be transmitted.

3. Grammar. This being a very complex skill since there is no perfect speaker or one that does not make grammatical errors. Grammar is the art of linguistics that studies the structure of words and their accidents, as well as how they combine to form sentences; includes morphology and syntax.

4. Pronunciation. This ability is complex since it throws up several secondary variants, its purpose is to emphasize and make the communicative effect of your speech more impressive. Secondary pronunciation skills include: emphasis on words and sentences, intonation, rhythm, and the use of individual sounds in a language.

(Mifflin, 1987)

1.5.9 Oral communication

Oral communication, is a social interaction that worked in the classroom culd help students to recreate real communication situations through contextualization, so that the acquisition of a second language be suitable for students to develop communication skills in different personal and social situations in which the student can find himself speaking a second language.

According to H. Douglas Brown, in his book (Brown), he mentions practical considerations in the uses of language for the oral communication to be presented:

1. Conversational discourse

To have as a point of reference if the oral communication that are having has been successfully used, it is necessary that the demonstration of the ability that leads to interact with the speaker is fulfilling the expectations and goals that the conversation has, that is to say give a meaning to the conversation.

2. Teaching pronunciation

It is a great challenge to have an assertive pronunciation, especially when working with adults or young people, because their concentration is less compared to a child so that they adapt to a new way of expressing themselves, but it is important to learn to work with the pronunciation, since many times this gives meaning to what we speak in the conversation or even giving an incorrect pronunciation can break the context that is being talked about.

1.5.10 Methodology, Task Based Learning (TBL).

In order to succeed with the use of projects with Communicative Actvities (CA), I worked through the Task Based Learning (TBL) methodology, since it is a methodology that places students in the real world, in addition to that through this methodology the use of oral communication to achieve a specific task, in this case, the project that is planned. The tasks are activities where the language is used by the student with a purpose that is communicative to achieve a reult. Task -based learning offers an alternative for language teachers. In a task-based lesson the teacher doesn't pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it. The lesson follows certain stages.

✓ Pre-task: The teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task. The pre-task stage can also often include playing a recording of people doing the task. This gives the students a clear model of what will be expected of them. The students can take notes and spend time preparing for the task.

- ✓ Task: The students complete a task in pairs or groups using the language resources that they have as the teacher monitors and offers encouragement.
- ✓ Post-Task: Finally, the teacher selects language areas to practise based upon the needs of the students and what emerged from the task and report phases. The students then do practice activities to increase their confidence and make a note of useful language.

(sanchez, 2004)

Advantages of TBL:

- Unlike a PPP approach, the students are free of language control. In all three stages they must use all their language resources rather than just practising one pre-selected item.

- A natural context is developed from the students' experiences with the language that is personalised and relevant to them. With PPP it is necessary to create contexts in which to present the language and sometimes they can be very unnatural.

- The students will have a much more varied exposure to language with TBL. They will be exposed to a whole range of lexical phrases, collocations and patterns as well as language forms.

- The language explored arises from the students' needs. This need dictates what will be covered in the lesson rather than a decision made by the teacher or the coursebook.

- It is a strong communicative approach where students spend a lot of time communicating. PPP lessons seem very teacher-centred by comparison. Just watch how much time the students spend communicating during a task-based lesson.

- It is enjoyable and motivating.

    (sanchez, 2004)

1.6 Key Questions this Case will Attend

Taking into account the topic addressed in this document, the following questions were written to reach the objective of this research, which was mentioned at the beginning of this text.

- How to apply projects in the classroom?
- What results the use of projects have on students' ability to interact orally?
- What challenges are present when working with an educational project?

CHAPTER II

CHAPTER II – TOPIC DEVELOPMENT

This chapter will cover an analysis of the classes developed in the 3rd A group, from Dionisio Zavala Almendarez Middle School, in order to seek improvement of my skills, aptitudes, strategies and the errors identified in my teaching clases of English, said classes made with the purpose of training my students in the elaboration of a project as a strategy to improve their oral communication skills.

During the periods of my professional practice, I worked with the use of projects, these projects went hand in hand with ten steps to be followed described by Genn (2015) so that this was accomplished. These steps were worked or developed during a specific class, since they were easier to apply, while others of them were worked in more classes, which will be described. Besides, these steps were worked in a diversified way, that is, in some lessons, they were worked in teams, while in some others they were done individually, some even worked in the classroom and others outside it. The only intention of working with projects and doing it with different procedures was for the students to be able to improve their speaking skills and thus be able to communicate orally. These procedures led to the following questions:

- How to apply projects in the classroom?
- What results the use of projects have on students' ability to interact orally?
- What challenges are presented when working with an educational project?

2.1 Question One: How to apply projects in the classroom?

I decided to work with the use of projects because of the students according to the results obtained in the surveys made at the beginning of the school year and during the observations, I realized that they required a guide that would allow them to work step by step on a task. For this reason, the use of projects was a great opportunity to meet this need of the students.

An educational project involves planning a process for students to achieve certain learning objectives. Like any project, it arises from the detection of a need or a problem and its purpose is the satisfaction or resolution of that detected. (Savedra, 2012)

The classroom is a dynamic and interactive communication system, space where it can be expressed attending to multiple intelligences and in which integration can exist, it is the space where the teacher and the student interact from an approach of interests towards the carrying out activities that lead them to learn, but for this, it is essential to make a change and stop seeing the classroom as a space with chairs, tables, and boards, the classroom serves to flow the imagination and to execute tasks that we lead to learning. But for this it is necessary to know who is part of the classroom, for this reason, it was that they began to work with projects, since the students liked to work in an orderly manner, in steps to achieve a proposed task, each task was It must analyze the form of execution, the required materials, the place where it will be carried out, the calculated time, and thus the projects emerged a vision from which the students took greater responsibility for their learning and applied them to real situations with the skills and knowledge acquired in the classroom.

By implementing the use of projects, I wanted students to have the opportunity to face situations that lead them to understand and apply problem-solving skills or even that could propose improvements in the world in which they live, also, that the projects also help to put into practice some values, which make them take tasks more seriously, such as responsibility, teamwork, effort; In addition to allowing them to communicate, since they debate their ideas, they draw up plans, collect and analyze data, and above all, they communicate their ideas and discoveries.

There are also a greater number of advantages for which the use of projects in the classroom facilitated the learning of my study group:

- An approach that is based on a real problem and that involves different skills, in this case, the skill that I focused on was speaking but allows more skills to be involved.

- Opportunities for my students to conduct research that allowed them to learn new concepts, vocabulary and apply the information and thus represent it in various ways, such as through a timeline, a product, a fair, a presentation.

- Collaboration between the students, teachers, authorities, students of the institution, parents, involved in order that the knowledge was shared among the members of the school community.

- The use of cognitive tools and learning environments that motivated the student to represent their ideas. These tools were the computer room, the library, the school's civic courtyard. "The projects provide an ideal context for learning to use computer technology and graphic arts tools, thus expanding the capabilities of students, preparing them for the world outside of school." (Kilpatrick, 2002)

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2.1.1 Planning of the Applied Projects with my Study Group

I will emphasize the process that I followed as a teacher to carry out the two projects worked with my study group, it is worth mentioning that I take into account the scheme used in the "Buck Institute for Education", which helps the teacher to design an educational project (App. E).

Before project planning

The elements that were considered to plan the project were: duration, complexity, technology, scope, and support. The duration that I gave to these projects was divided into three periods, during the first period I did a pilot project to learn about the skills and weaknesses that the students had when working with projects, this was the creation of a board game based on the past tense. While the following planned projects had greater durability.

The complexity refers to whether or not various themes were used, to which my answer is affirmative since each project worked had a different theme, which was "traveling through time" and "how to save the planet", although these two they worked with the same steps and

the same purpose had different themes. The technology used was limited, since the school lacks it, plans that the students use only the computer room and the projector. The scope refers to the places where the project was developed, before having planning I asked the respective authorities to allow me to work with the students in areas other than the classroom, to leave a comfort zone and make it more interesting the activities to the students and did not become monotonous activities, the authorities agreed and plan to work some sessions outside the classroom, such as on the patio, in the computer room, library. And the last element considered supported, that is, who would be helping the student, in this case, I decided to work hand in hand with parents and the group's master teacher.

Goals

Another important point to carry out a project is to define the goals that the students are expected to achieve at the end, for this reason, in each of the lessons plans the main goals of the project were established, which always had to do with the fact that the students they were able to orally communicate the activities they carried out in the project. The goals that were had were:

Project 1: That students could able to design a timeline and present it orally, about the events experienced in their secondary education.

Project 2: That the student be able to offer an ecological product designed by himself.

Expected results in students

After having established the general goals, it was necessary to identify the specific learning objectives of the students. In which the possible changes in knowledge and skills development that were expected as a consequence of their participation in the project were identified.

Products

The products were the representations and exhibitions that were carried out in the project process, but in this case the products had multiple products in each project, and these were ordered according to the steps of the project, these served me mainly so that the students had the impunity to demonstrate the learning they acquired. In addition to the products designed in the project process, final products were also presented in both projects, which were a timeline and an ecological product.

Identification of resources

I selected certain resources from which the students could obtain information, as well as some tools for the students to develop the project, these were: school computers, the internet, books, dictionaries, magazines, images, photographs, recyclable material, and school products, such as pencil, pen, glue, scissors, etc.

2.1.2 The Role of the Student and the Teacher when Working with Projects

Working with the project method changes the roles that a teacher and a student normally have, since it involves rutins, activities, techniques and didactic strategies different from those normally carried out in a classroom. (Maserang, 2002)

In this case, working with projects refers to the student being the central character, that is, the one who carries out all the activities, the reactions of the students in my study group were:
- They directed their project, as well as the learning activities.
- They were the discoverers and presenters of their ideas.
- They had the responsibility to direct their tasks, they distributed the time according to their interests.
- They worked collaboratively
- They faced challenges, by searching for resources
- They used real-life resources and tools and what was available, such as technology, recycled material, school supplies, etc.

- Although they faced fears, such as not knowing the vocabulary or the writing or pronunciation of certain words, they continued to advance in their tasks, looking for alternatives.

- They used their skills, creativity, and imagination to carry out the tasks of the project.

As a teacher, I had a different role than I was used to, that is, my teaching stopped being traditional, I was not in front of a blackboard being the center of attention in the classroom, my task was only to guide my students and monitor their work, monitoring made it better, as I was always aware of what worked and did not work through observation. On the other hand, I learned that a good teacher does not have to be speaking during the whole class, the less he spoke, the students occupy more the second language. Also, I learned to work in a team, and it is clear to me that it is possible that the work can be divided, and some students must do one thing while others focus on doing something else, according to what the students think it is. correct, I am aware that both students are responsible for their learning and not only as a teacher. Another important role is to take into account the students, that is, to incorporate group decision-making, for example through voting.

The biggest challenge for both students and teachers is to unlearn the traditional roles of the classroom (the student as a receiver and the teacher as a provider of knowledge). Knowing when to get in and when to let students work things for themselves leads to a new responsibility. The most relevant aspect of the project method is that each participant is seen as a student and as a teacher. (CA, s.f.)

2.2 Question Two: What Results the Use of Projects Have on Students' Ability to Interact Orally?

The use of projects has different advantages, such as generating greater autonomy, promoting creativity, reinforcing collaborative work, but one of the benefits sought throughout the project process described below was that the majority of students they acquired communication skills through speaking skills. I argue that this was reflected in the majority of the students in my study group 3rd A, because there was a difference in terms of the evaluations they obtained in the first project analyzed and the second project:

Project 1: Timeline

Project 2: Ecological product

For the elaboration of the projects described, ten steps were taken into account, according to Genn, 2015; which I divided into three stages that are explained below:

Stage 1- Planning

During this part the students were given the task of finding a purpose and a challenge for the realization of the project. It consisted of collecting these points:

- Selection of the topic and approach to the guiding question
- Team formation
- Definition of the product or final challenge
- Planning

Stage 2- Execution

It consists of the elaboration of the product, presenting analysis and synthesis through the information that the students collected, in addition to applying what they have learned to the elaboration of the product:

- Research
- Analysis and synthesis
- Product development

Stage 3- Presentation

This being the most important part of the project, since in it the students presented orally the work that they designed with their team, in addition to reflecting on the experience that was worked to give a self-evaluation, in addition to answering questions that were held when starting the project.

- Product presentation
- Collective answer to the initial question
- Evaluation and self-evaluation

Although all the steps that were carried out in the elaboration of the project are of utmost importance, to answer this question it is necessary to take into account the third stage of the project, which is presentation. This stage is of great value since oral skill was worked on, which is the skill that helps answer this key question. Without neglecting the first and second stages, during this question I will focus only on the results obtained in the speaking ability during the presentation of the project.

2.2.1 Project 1.

The purpose of this project was for the students to be able to elaborate a timeline, in which they described events that they lived throughout their secondary education, in order to be able to present it orally to the group. The context worked was "my secondary", and as a language focus, we worked with verbs in the past simple.It should be noted that this was the first project carried out, on the dates of August 2019, that is, at the beginning of the 2019-2020 school year. (Appendix F)

For this first project, it was sought to work with communicative activities, so that during the project process the students had the opportunity to communicate orally, and in this way, they were developing the ability to speak. In the beginning, everything was complicated for both the student and me as a teacher, since it was not possible to have oral communication between the students, and as a teacher, I had to be monitoring each student, which did not allow me to advance as I had planned.

According to James Ham, evaluate refers to the process of making judgments regarding the achievement of the goals and objectives of a project. (Ham, 2000) The results I obtained were based on the evaluation of the learning that the students were obtaining and on how they were developing the speaking ability.I designed an evaluation plan, which allowed me to measure the degree of performance in which the students had worked with the objective of the project, which was: (Appendix G)

- Performance-based evaluation: that is, the activities that the students were developing throughout the project process, which were fifteen activities which were registered in

a checklist, these activities were mostly communicative, at all times it was sought that there was an oral communication, for example with activities such as discussions in pairs, interviews, role play, hot potato, in general, simple activities were sought for the students, but that they could perform speaking with this activities.

- Assessment based on tests or exams: students answer oral questions, the correct answers represent what has been learned. To do this, students were named in pairs and asked to ask themselves about the timeline they had created and to answer the questions orally, the quiz had a score of two points, and the students had to do five questions to his/her classmates and five answers, that is to say, was ten items.

- Self-assessment report: Students give their assessment of what they learned as they developed their speaking skills, either individually or in teams. (Appendix H).

The threats that were obtained throughout this first project were that the students were not used to communicating orally in a second language, so it was difficult for communication between students or student-teacher, which took up a lot of time for the Concerning the project, another reflected threat was that the students did not have a good command of the language, because this skill had to be worked within complexity, that is, strategies had to be planned and implemented that would help the student to communicate orally and clearly, respecting grammar, pronunciation, vocabulary, fluency, and the elements that make up speaking.

As for the strengths, it is important to mention that the students were supported by teams to carry out the project since some complemented the ideas and skills of others, that is, they supported each other when speaking orally. They helped each other to make the information they said clearer. Another strength was that during the planning and execution process we worked with communicative activities, which helped the students to grasp what it was to communicate, and in this way, they supported each other, since they defended themselves with the activities and strategies that they had worked previously.

On the other hand, I would like to talk about the weaknesses that existed with my study group, when working with this first project, one of the weaknesses that were fully reflected was the level that the students had, as mentioned in the exam section diagnosis, at this time the students had a low level, in addition to which they had never been accustomed to working with the speaking ability, which made oral communication difficult to implement in the classroom, and even though it was promoted speaking, the participation of more than fifty percent of the students was null, as they felt frightened when expressing themselves in a second language.

As opportunities, there was still time to improve oral communication, this project did not go as expected, due to the lack of adaptation to the second language, but as oral communication was working or practicing, there would be a better result, The students were interested in working with projects since the activities were dynamic and teamwork was comfortable and motivating, although there were times when teamwork did not help enough in terms of group control but also had its benefits as support between each other to carry out the project.

2.2.2 Project 2

For project two, the learners worked with an ecological product, which had the purpose that the students were able to design a product with recycled materials and that they exposed it at a product fair, to sell their product orally (Appendix I).The context was "save the planet", focusing on should and simple present. It is important to mention that this project was not completed due to the suspension of classes due to coronavirus disease (COVID 19). Therefore, only two stages of the project were worked: planing and execution.

To evaluate the performance of the students, regarding the speaking ability, take into account the following points: (Appendix J).

- Performance-based evaluation: the students carried out a ecological product, to demonstrate what was created, in this case, it was the project, and although it was

not finished, the process that was worked on in four weeks was evaluated. (Appendix K)

- Results-based evaluation: Six communicative activities were taken into account, which was recorded in a checklist and a stamp was placed on each activity that was completed. (Appendix L)

- Evaluation based on tests or quiz: the students answered oral questions, the questions related to the product they were designing, and in each class, any team was randomly asked questions about the work they were doing, if the answer was given clearly and with the necessary information they were given a stamp, which in the evaluation had a value of two points. Besides, each student was given an oral test, of ten correct answers, on the topics seen in the classes.

When working with this project, different factors were reflected, mentioning in the first place the strengths, one of the most evident strengths was that the students were already mostly adapted to work with communicative activities, specifically oral communication since during the cycle They had been practicing these skills at school, so they already knew that they had to communicate in a second language, they had to work with the fear that the students had when expressing themselves in a second language, but the more they practiced it, the more encouraged they became to speak. Another of the strengths is that the speaking ability was taken into account, both by the students and the tenured teacher, that is, the teacher Nohemí Coronado, the subject of the subject when evaluating, also took into account the speaking, so which the students were clear that they had to participate orally so that their classification was not decreased. For this part of the project the students had a higher level advance if we compare it with the level they started with, this was reflected at the time they communicated, since they already knew the keywords to start a presentation, as well as vocabulary, and this helped them at the time of presenting the oral exams already mentioned. (Appendix H)

On the other hand, one of the weaknesses that arose was that the students at the time of working in teams had a lot of lack of communication and collaboration between them, due to personal problems they had, I suggested that in order for them to work comfortably they formed their teams, but This did not work, since when they formed their teams they only chose their "friends", and many other students were left out, so when I saw that they did not work, I chose to create the teams, but this did not make the work much easier, Since they did not want to work with each other, therefore, when evaluating the results obtained were very low, I preferred that the students continue to work for the teams that I had originally formed, but I evaluated them individually, and this worked in a better way, because when they noticed that despite being in teams but being evaluated individually, they competed with each other, and this led them to work with their teams, even if they didn't want to.

The opportunities presented were that, when doing this project, the students were informed that its presentation would be at a product fair, to which parents,principal, partners and teachers who made up the school community would be invited, at the moment they knew this, they began to work with greater dedication in the project, there was even more responsibility in the teams even though not everyone got along well with others, this helped me to start participating more in classes, that is to say, managed to communicate better in the second language.

The reflected threat was not being able to terminate the project, due to the contingency experienced and the class suspension, the project was on the right track, but unfortunately, it could not be completed as expected, due to this the purpose of the project was not one hundred percent could be fulfilled.

Even though the projects described had different contexts and activities, both were carried out to promote oral communication, in both cases, there were pros and cons, but with the help of the project, the students were reflecting what they had learned in the process of this, in addition to complementing the learning of their colleagues when working as a team. Although both projects had different directions, thanks to the evaluation or results that they were reflecting, I realized that the use of projects is effective to promote the skill I was

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working on, speaking, since as it developed, there were signs of progress in it, and these were reflected by:

- Monitor individual and group work
- Apply oral tests
- When discussing the progress of the project
- By giving feedback to teams
- By asking team leaders for reports on their progress (talks, interviews).
- When the students asked about how to carry out a certain activity since they reflected on this.
- Oral participation in the group
- Strategies that students implemented to fulfill the purpose of the project

2.3 Question Three: What Challenges are Presented when Working with an Educational Project?

Working with the use of projects present some difficulties, to achieve the objectives that were planned, with the constant work of this method I learned to go treating and improving them. The reality is that inside the classroom everything takes a complete turn, much of what is planned never goes as expected due to various circumstances. Students are at the center of educational activities, having to solve situations through their knowledge, resources, research, and reflection. Cooperative work is essential, promoting key life skills and abilities, as well as social, linguistic, and communication skills. For project-based learning to be successful, both the way of raising the topic and the choice is very important, it must be of interest to the students since they will dedicate a long time to its elaboration and for this the motivation is fundamental.

Starting to work on projects, like any other teaching innovation, is a challenge and that will lead, at certain times, to doubts, concerns, misunderstanding (Pedrosa, 2018). One of the main challenges I faced was the lack of time since the use of projects takes a long time, but

when I was in class, many blocks of lost time arose, such as the suspension of the class due to extracurricular events, problems within of the classroom, resolution of doubts for the students who made me return to previous classes, this type of situation led me to make the project time shorter.

Another risk that was taken was that some of the students did not join the work, due to circumstances such as the fact that they did not like to work in a team, or that they did not have a good relationship with the members, they even had students who were very shy and they did not participate with their teams, but there were also students who got out of control, and these situations led to conflict and failure with the purpose of the class, which caused the project to be delayed, for this reason, it is essential to point out to the students from the beginning the guidelines that were taken into account, this was one of my mistakes because I never put limitations on them, but as I was working with projects I learned to establish guidelines, and thus the students feel more pressured and forced to have participation within their work team.

On the other hand, a big challenge is the lack of resources and material, the students have an incredible imagination and creativity, but many times not having the resources limits them, I get to be in the situation in which the students had many ideas, but the limitation was the lack of material, and they were discouraged, many times I tried to help them get material, but sometimes it was difficult for the ideas they had, this was a great challenge that I faced when working with the first project, for this reason, during the planning of the second project, I tried to involve material that was recycled and easily available, and this really helped the students to carry out their project and not feel unmotivated.

As it is not a traditional strategy, it is difficult to communicate to the parents and the school community what the students are doing and learning, there were times when the work that the students were doing was questioned, since sometimes I used courtyard, auditorium, computer room or library to work with the project, and when the parents or the authorities observed that the work was done in teams and that the students were interacting with each other, asking them to return to the classroom; It was believed that sitting in the classroom

and listening to the teacher was the best way for students to learn, but I concluded that there are already thousands of ways to do an interactive class, without the need for the teacher is the main character, especially when it comes to oral communication, it is important that students communicate and interact with each other.

The students constantly lost sight of the purpose of the projects they were carrying out, they could be working, but within seconds they lost the ideas they had, and were easily distracted, causing their learning to diminish, for this reason, it was of great importance to me being monitoring the teams, and asking them about the progress that their project was having, many times it was difficult for me to be on the lookout eight teams at the same time, for this reason, I chose to appoint a team leader, this leader was inserting it every week, and he/she would tell me at the end of the class what his/her team had done and the progress he had made. For this reason, it is difficult to have long-term projects with the students, since they easily forget their purposes.

It was difficult for me to make my evaluations decipher the learning goals that I had planned, because as already mentioned, for different situations the goals often did not turn out as expected, due to lack of time, material, participation by some students.

Another important challenge was, like a teacher trying to put myself as a second character, that is, many times to maintain control of the class I directed the classes to make sure that the students were on the right path or that they had the necessary information, what which in the use of projects is incorrect, since the students must find for themselves the information to develop the project, they must be able to organize themselves and as a teacher, I should have been in the background, solving doubts, but not providing all the information, since they got used to me helping them in everything, and they comfortably did only what I said, more often than not they were not able to generate their information and their criteria and ideas, until I faced with reality, and I realized that, I tried to make the students more independent, without neglecting feedback from me.

The use of projects brings with it many challenges, requires a lot of preparation and planning, but it is very helpful to work with communicative activities, since it challenges students to become the protagonists of their learning, promoting collaborative work, reinforcing the social integration capacities, as they debate and support each other to learn and achieve a common goal.

CONCLUSIONS

Through the work process carried out during my seventh and eighth semester, I obtained a series of progress and imperfections when facing being in a classroom promoting the use of speaking through projects. It should be mentioned that the purpose of implementing the projects was that students were able to use the second language to express their ideas orally, at the same time that they entered a context of reality so that they were able to support responses that they could give in their daily life about problems or issues that exist today.

The impact that implementing the use of projects had with my study group, helped the students to show a greater sense of responsibility towards their own learning, that is, the students realized that many times their learning depends on the performance that they are demonstrating and that as a teacher I am only a guide for them, I liked that the students took the work in this way positively, at first it was difficult to work with projects since the role that the students had of working with greater autonomy and effort, without depending too much on the teacher being in front of a group giving classes as in any traditional class was very different for them since they were used to traditional classes, but as time progressed they adapted to work with greater autonomy.

The use of projects turned out to be very fruitful because the students applied the knowledge and skills acquired in the classroom to real projects, and in this way, it was easier for the students to face situations that led them to understand, rescue and apply their learnings to solve problems or propose new ideas for the realization of the implemented projects.

Working in this way, turned out to be a great help for the students, since they were simple activities just for beginners in the language like them, since the activities were designed for them to were able to develop basic skills such as identifying keywords within a conversation, common vocabulary and everyday life, instructions for everyday use, and this allowed students to obtain better conditions so that they were able to communicate with the foreign language.

"THE USE OF A PROJECT TO PROMOTE SPEAKING SKILLS IN A FOREIGN LANGUAGE (EFL) CLASS, WITH THIRD SECONDARY GRADE"

According to Programa para la Transformación y el Fortalecimiento Académicos de las Escuelas Normales (SEP, Programa para la Transformacion y el Fortalecimiento Academico de las Escuelas Normales, 2000), it is established that the initial training of teachers in the English Degree must have the capabilities and sensitivity necessary to:

Recognizing the interests of their students, this point is important, because, during the planning and execution of the projects the interest of the students was always taken into account, the ideas they generated were always the main piece to achieve the purposes of the projects, they were even questioned about the topics that were of their interest to capture their attention and make the classes, activities, and projects more interactive and in this way, they managed to learn the language.

Creating a favorable learning climate was a capacity that was worked with the group, try to incorporate different strategies that made the students feel part of the class, many times they worked in areas other than the classroom, not only worked in the classroom, because of I observed that spending many hours in the classroom reduced the performance and motivation of the student, for this reason on several occasions I decided to take them to the schoolyard, to the computer room, library, even with the same intending to create a favorable climate, I included authentic and educational material for students that was easy to understand and colorful. A favorable climate is also a friendly environment, for this reason always treat students with respect and tolerance.

To instill in the students an interest in the study of the foreign language and security to participate in the class, is another of the points of the program for academic transformation and strengthening, sincerely, working through projects was a great help to fulfill this point mentioned, since the projects focused on the real life or the day to day that the students face, leading them to situations in which they were participants, although it was a very difficult point to achieve, since the students were not used to it to be part of the English language, but as time went on, they learned to feel more sure of themselves and understood that we can all make mistakes and I always mentioned that nobody was perfect and it was better to take risks to learn, on my part I never made fun of the mistakes that were made, on the contrary, made

them feel my pride for the progress they had, in addition, I designed an evaluation plan for participation, which helped the students feel in confidence when participating, this plan consisted of a table with the list numbers of each one, when they participated a point was written on it, and when they obtained the three points they were congratulated in front of the group , and in this way they competed to obtain these points, which led to a greater number of participations in the classroom.

Being practicing for almost a year, led me to put myself in the place of my students, and to remember my middle school stage, each student is a different world, full of dreams, goals, problems, difficulties, questions, but what they are looking for is having an identity, for this reason, I am happy to have worked with them through projects, since in addition to being part of a method that leads to building learning, it is very useful for students to identify with events that they live in everyday life, in addition to the experience that leads them to show all their ingenuity, imagination, ideas, and even come to discover new abilities and skills for them.

I would like to continue this topic, implement new projects, in which the students continue to communicate and especially in a second language, this topic lends itself a lot since the interests of the students can be worked on, besides, one of the twelve principles pedagogical, supported by Planeas y Programs de Estudio 2011, the principle 1.4: which refers to "work collaboratively to build the learning", is a point that is perfect with the written theme, since through projects the classes are inclusive, We worked with the ideas of each of the team members there are different types of students, some who are more sociable than others, some others are simpler and few words, but my mission as a teacher was always to each one of them was able to communicate in the English language, of course, they are beginners and for this reason adapting the activities to the level that the group had.

During the first periods of my intensive practice, I took on the task of collecting data that would help me to get to know my students, such as interviews, surveys, and in this way, I adapted my communication activities to their level and interests so that the use of speaking would improve, I faced different challenges, such as having to change the way I communicate with my students since there were times when I gave a lot of information that they could not

retain, there were even moments of silence in which they did not understand me, it was frustrating not to be able to communicate with the young people, but I read strategies so that this problem will be solved, as was slower speaking, using body language, but the most effective was to involve the students, and I put myself in a second place, that is, The students were the main protagonists, and this leads to the use of projects, for students to find and solve significant tasks and this allows them to work autonomously to build their learning and leads them to obtain results generated by themselves.

Not everything was easy, as I already mentioned, I faced various challenges with the group, there were times when as long as the students had all the necessary information for them to communicate in a second language, I gave them everything in their hands, but they did not capture that information, and this led them to depend a lot on me, and one of my challenges was that my classes stopped being traditional, which I was not achieving, and also they stopped communicating because the interaction with the language was the only mine. I realized it, at the end of the first project, that is to say in the presentation, because when exposing their work they did not know how to explain it, they had a creative work, full of images and with the required information, but when explaining it they were speechless It was when I realized that I was guilty of it, because I gave them everything, the vocabulary, the instructions, the activities, but they did not really communicate, because they had gotten used to just following directions and they doing the work, It was when I decided that I would already be part of the second scenario, that they had to face themselves, that is, they had to discover the language on their own, they had to practice and participate in their own project, and in this way take strategies like carrying out monitoring, evaluating the occupation that existed between the teams, even at the end of some classes towards informal interviews with the team leaders, questioning the progress that they had the project, and why and how, when I looked for strategies, the students took the most serious job, because they knew that their assessment would be according to the performance they were having in their project and even this helped them feel free to give their opinions, and in this way they felt more confident participating in the second language.

Unfortunately, I did not manage to apply a final exam to know the progress that the students had at the end of the school year, due to the contingency experienced, but due to the results that I obtained in the last evaluations I am aware that the students do not have the level expected upon graduating from high school, and this due to different factors, which come from when they were in their first year of middle school, but now that they have finished their last year of school, that is, third year, I am proud that they at least know how to understand keywords in a conversation, I know that they are able to express ideas orally, they know how to present a brief and simple exposition, also, they learned to work collaboratively and I know that they discovered new conversations that they have. I am proud to have helped them improve their level a little, and I am totally grateful for having been together almost a school year, a cycle in which I learned and reflected a lot on my teaching work, I learned, improved, eliminated, investigated strategies that they lead me to play a better role as a teacher, and I know that I will continue to learn through the experiences that come.

What counts is not the number of hours we dedicate to work, but the quality of the work we do in those hours (Sam Ewing).

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APPENDICES

Appendix A: School Location

Dionisio Zavala Secondary School is located at Fernando de Magallanes # 239, Industrial Aviacion 2da Secc, 78173 San Luis, S.L.P. It is a large school, with various businesses around it, such as stationery, oxxo, and grocery stores.

(Tenorio, Incorporating Stimulus Material in an EFL Multi-sensory, 2018)

Appendix B: Teacher Survey

LESEI BECENE –7th &8th semester

TUTOR QUESTIONNAIRE

NAME: Nohemi Flores Coronado   SCHOOL: Dionisio Zavala A.

1. **What is the main aim of the English program?**
   That students are able to improve the learning and teaching of English.

2. **What type of material do you use in your classes? Who selects them?**
   Material create by students, she choose the best material.

3. **What other resources are available in your school?**
   Classroom board is the only resource in the classroom, but is possible use aula de medios.

4. **Is there any particular approach or methodology that must be followed in your school?**
   None.

5. **Are there any particular practices that you have to follow?**
   None.

6. **How is the English academy organized?**
   Work in team to improve the learning of English, and take new strategies (CTE).

7. **How is learning evaluated?**
   50|50   50% written exam
   50% work in class, homework & participation

YOUR LEARNERS

8. **What grades do they usually get?**
   Frequently 7 or 8.

9. **How big are your groups?**
   27 - 30 students in each group.

10. **What are their interests?**
    She apply a survey in each group, all groups are diferent.

11. **What are their learning strengths and weaknesses?**
    Sts. are participatives but the don't have a level and don't practice.

12. **What are they like as students? Are they cooperative/quiet/loud/disciplined?**
    Participative & cooperative.

13. **What type of exposure to English do they have?**
    Social Networks.

ASSESOR: DIANA KARINA HERNÁNDEZ CANTÚ   ADAPTED FROM: ICELT
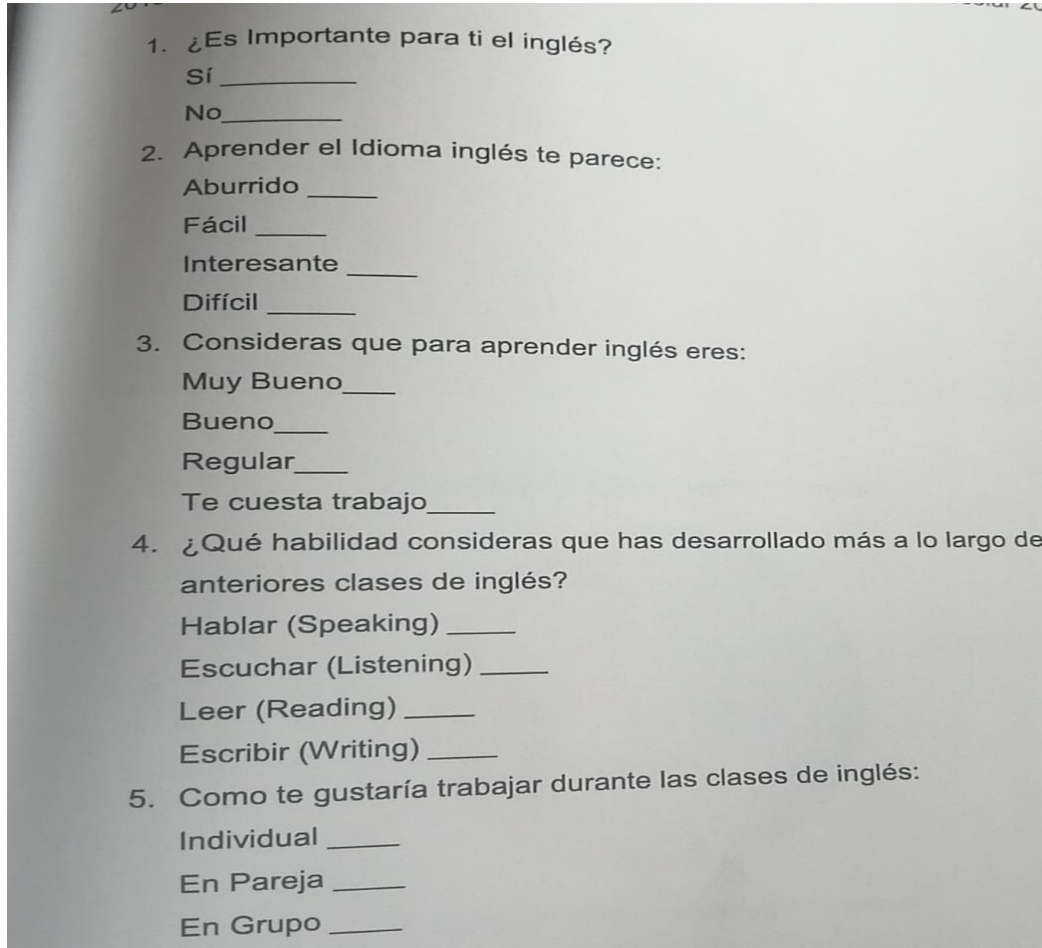
The interview with Teacher Nohemi Flores Coronado, was applied on August 12, 2019, with the intention of meeting the head teacher, both personal data and their ways of teaching and evaluation, in order to adapt to the way of working that she had.

Adapted from: ICELT

Appendix C: Student Survey

This survey, was presented by the students in the month of August 2019, the intention was

1. ¿Es Importante para ti el inglés?
   Sí _____
   No_____
2. Aprender el Idioma inglés te parece:
   Aburrido _____
   Fácil _____
   Interesante _____
   Difícil _____
3. Consideras que para aprender inglés eres:
   Muy Bueno____
   Bueno____
   Regular____
   Te cuesta trabajo_____
4. ¿Qué habilidad consideras que has desarrollado más a lo largo de anteriores clases de inglés?
   Hablar (Speaking) _____
   Escuchar (Listening) _____
   Leer (Reading) _____
   Escribir (Writing) _____
5. Como te gustaría trabajar durante las clases de inglés:
   Individual _____
   En Pareja _____
   En Grupo _____

to know their likes and interests, in order to plan the classes according to their needs and preferences.

Appendix D: Results of Diagnostic Exam - 3rd A

This checklist shows the results that the 3rd grade A students obtained in their diagnostic test, which was applied during the month of August 2019, I applied to Cambridge diagnostic test, with a Pre A1 Starters level, it contained 29 Reading and writing questions, 15 listening questions. On the other hand, the diagnostic test applied to speaking skill went to through a presentation of personal information.

3°A
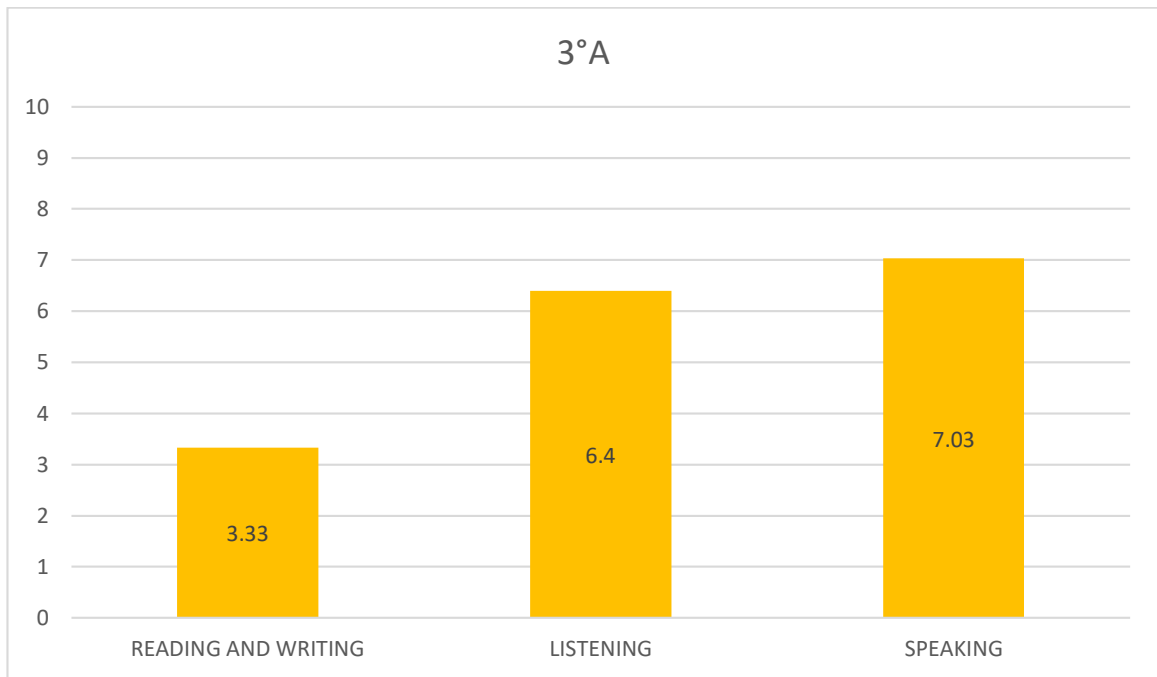
The group of 3 rd A, had a higher percentage in the speaking skill, the group rating to this ability was 7.03, while for reading and writing a percentage of 3.33 was obtained. The speaking ability was the highest, for this reason I dared to work with it, since it was totally adapted to the project method, since the projects need this communication and the oral communication was perfect to work.

Appendix E: Steps to plan a project

Diagram that represents the steps I followed to design the projects applied with my study group, these steps were useful to me for planning the project method as a learning strategy.de

Pasos para planear un proyecto

A. Antes de la planeación de un proyecto → B. Metas → C. Resultados esperados en los alumnos → D. Preguntas guía

↓

H. Apoyo instruccional ← G. Actividades de aprendizaje ← F. Productos ← E. Subpreguntas y actividades potenciales

↓

I. El ambiente de aprendizaje → J. Identificación de recursos
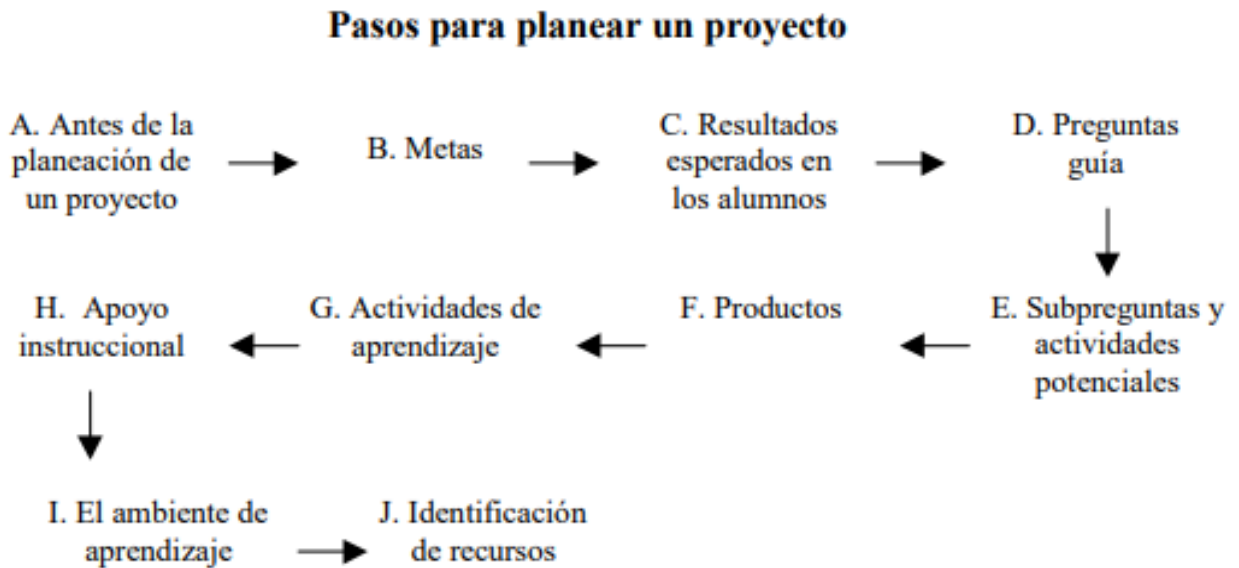
Monterrey, T.

El método de proyectos como técnica didáctica Contenidos. IT y de ES de M. Dirección de Investigación y Desarrollo Educativo Vicerrectoría Académica (Ed.), Las estrategias y técnicas didácticasn en el rediseño. Mexico. Recuperado de http://sitios. itesm. mx/va/dide2/tecnicas_didacticas/aop/proyectos. pdf.

Appendix F- Lesson Plan, project 01

Part of step number six, "develop a project", this is the planning where the final product was worked, which was the timeline creation.

(Vázquez, 2020)

Stage / Time / Interaction	Stage Aim	Procedure	Material	Evaluation
Presentation **10 min** **T- S**	**Know what a timeline is**	The timeline will be order	Timeline	Participation
Practice **15 min** **T-S**	**The student presents the parts of a historical text with the help of an organizational flowchart**	*10 Teams of 3 People* Flowchart It will be completed according to the historical text of the last class. With steps	Notebook	Continuous assessment
Production **15 min** **S-S**	**Organize a historical text and a timeline through a report.**	Write a report about the chosen text 1- Organize information on the flowchar that was carried out 2- Write a report using the flowchart information (each member will write it in their notebook) **Homework**: Markers, Iris paper, glue and scissors. *Class 12* 1. Exchange of reports to another team The teams will make corrections to the reports of the reports they exchanged with another team (Teacher will walk the lines and help make corrections to the reports). 2. Return reports to the teams, and make a timeline of the historical event according to the information in the report. 3. Explain by teams' timeline.	Notebook Markers Iris paper Glue Scissors.	Continuous assessment

Appendix G: Evaluation results-Project 01

	Name		Desempeño 50%	Quiz 20%	Material 10%	Autoevaluacion 20%	Final Grade
1	A'em Ver	5	1.7	1.2	1	1.6	5.5
2	an	9	3.0	0.8	1	2	6.8
3	A	12	4.0	1.6	1	1.6	8.2
4	A	14	4.7	2	1	2	9.7
5	B	13	4.3	1.4	1	1.6	8.3
6	B	10	3.3	1	1	1.6	6.9
7	C	12	4.0	1.8	1	1.6	8.4
8	B	11	3.7	1.8	1	1.6	8.1
9	Ca	11	3.7	1.2	1	1.6	7.5
10	C	13	4.3	2	1	2	9.3
11	C	14	4.7	1.6	1	1.2	8.5
12	G	14	4.7	1.4	1	1.6	8.7
13	G	14	4.7	1.8	1	1.6	9.1
14	H	13	4.3	1.4	1	0	6.7
15	J	11	3.7	1.4	1	1.6	7.7
16	N	0	0.0	0.2	1	1.6	2.8
17		14	4.7	1.6	1	1.6	8.9
18		13	4.3	1.4	1	1.6	8.3
19		13	4.3	2	1	0.8	8.1
20		7	2.3	1.6	1	1.6	6.5
21	Q	14	4.7	1.8	1	1.6	9.1
22	R	10	3.3	1.2	1	1.6	7.1
23	R	9	3.0	1	1	1.6	6.6
24	S	7	2.3	1.2	1	0.4	4.9
25	T	0	0.0	0	1	2	3.0
26	U	6	2.0	0.2	1	2	5.2
27	V	9	3.0	0.4	1	1.6	6.0
28	V	7	2.3	0.6	1	2	5.9
29		9	3.0	0	1	2	6.0

Checklist, which contains the evaluations that the students obtained during the first project, the general average of the group was 7.1. Being the aspect of group performance the lowest, since some of the students did not deliver the number of activities established in the process of the project, being a total of 15 activities.

Appendix G- Evaluation rubric for project presentation 01

Presentation Rubric
(for grades K-2)

I plan a beginning, middle, and end.

1. still learning   2. sometimes   3. almost always

I use pictures, drawings, and props.

1. still learning   2. sometimes   3. almost always

I look at my audience.

1. still learning   2. sometimes   3. almost always

I speak loudly and clearly.

1. still learning   2. sometimes   3. almost always

I answer questions from the audience.

1. still learning   2. sometimes   3. almost always

The rubric was used for the presentation of project 01, which was orally exposing the timeline. The rubric was used to evaluate the performance of each student.

Adapted from: FreeBIEs

(education, 2011)

Appendix H: Evaluation Results-Project 02

	#	Name	S.O	Results-based evaluationy 40 %	Project 10 %	Performance-based evaluation 10 %	Quiz 1 20%	Quiz 2 20%	Final Grade
7	1	...n ...nara	3	2.0	0.5	1.0	1.4	1.4	6.3
8	2		3	2.0	0.0	0.5	1.2	1.2	4.9
9	3	...z	6	4.0	1.0	1.0	2.0	1.8	9.8
10	4		6	4.0	0.0	1.0	2.0	1.2	8.2
11	5		6	4.0	1.0	1.0	2.0	1.8	9.8
12	6		5	3.3	0.0	1.0	1.4	1.4	7.1
13	7		4	2.7	0.5	1.0	1.8	1.4	7.4
14	8		4	2.7	0.5	1.0	1.2	1.4	6.8
15	9		2	1.3	1.0	1.0	1.8	1.4	6.5
16	10		6	4.0	1.0	1.0	1.6	1.6	9.2
17	11								
18	12		6	4.0	1.0	1.0	1.0	1.0	8.0
19	13		6	4.0	1.0	1.0	1.4	1.2	8.6
20	14		4	2.7	1.0	1.0	0.6	1.2	6.5
21	15		4	2.7	1.0	1.0	1.4	1.6	7.7
22	16		3	2.0	0.0	1.0	1.4	1.4	5.8
23	17		6	4.0	1.0	1.0	2.0	1.8	9.8
24	18		5	3.3	1.0	1.0	2.0	1.8	9.1
25	19		4	2.7	1.0	1.0	2.0	2.0	8.7
26	20		6	4.0	0.5	1.0	2.0	1.6	9.1
27	21		6	4.0	1.0	1.0	1.8	1.8	9.6
28	22		5	3.3	1.0	1.0	2.0	1.8	9.1
29	23		3	2.0	0.5	0.5	1.8	1.2	6.0
30	24		4	2.7	1.0	1.0	1.4	1.0	7.1
31	25		6	4.0	0.0	0.8	0.0	1.2	6.0
32	26		0	0.0	0.0	0.0	0.0	0.0	0.0
33	27		5	3.3	1.0	1.0	1.8	1.4	8.5
34	28		6	4.0	1.0	1.0	1.8	1.4	9.2
35	29		5	3.3	1.0	1.0	2.0	0.0	7.3
36	30	...ta...	5	3.3	1.0	1.0	1.2	1.6	8.1

The results of project number two are shown, in the blue part are the results of the activities that were worked, with a total of 6 activities. The red part is the product that was delivered at the end of the project, on the other hand the yellow color represents participation oral that the student had, the orange color refers to oral exams.

Appendix I- Lesson Plan, Project 02

"THE USE OF A PROJECT TO PROMOTE SPEAKING SKILLS IN A FOREIGN LANGUAGE (EFL) CLASS, WITH THIRD SECONDARY GRADE"

Stage/ Time/ Interaction	Stage Aim	Procedure	Material
Warm – Up Class 1 10 minutes T-S	**Let the student know how they will be evaluated**	*Class 1* Teacher will establish evaluation criteria *Class activities- 30%* *Project - 30%* *Participation (individual and team participation) -10%* *Quiz- 30%* Magic words Students will write on a paper the kind words that can be used in the classroom (please, thank you, you're welcome, pardon, permission, lend me, can I go to the restroom, please? Can I come in? Etc ...)	Board Markers Notebook
Pre-task 40 minutes T-S	**Identification of the topic and context of the project to be carried out.**	Positive or Negative? The teacher will show images, about "save the world", students will participate saying if it should be done or not done. (Using Should or shouldn't) Example We _____ use public transportation more (shouldn't) Roulette Theme identification (Roulette contains the numbers of papers where the questions to identify the theme are written) 1. What do you think the theme is? 2. Why do you think the theme is that? 3. How would you like to work with the theme? 4. What would you like to learn about the theme? 5. What do you know about the theme? A title to the project will be established, as seen in the class.	Apx. 1 Roulette
Task Class 2 50 minutes S-S T-S	**Vocabulary about saving planet, for the Project.**	Video – How to save the planet? How can I help to protect the earth? Students draw their answers, the first seven to finish explain their drawings to the group and they will be the team leaders that will be formed. Brainstorm with ideas that students drew in their previous activity. Apx 2 Creation of teams 7 teams of 5 people. Homework- Material	Apx. 2 Video *Sheets* *Markers* *Magazines* *Colors* *Glue* *Scissors* *Information about How to save the planet?*
Post-task Class 3 50 minutes S-S	**Learn vocabulary about reycling/share their ideas about recycling**	Vocabulary list, students will be given a minute before starting the class, and they will write in their notebooks last class vocabulary. The student with the greatest number of words will be entitled to a candy. -**Material compliance will be reviewed (Checklist)** -Students will be accommodated in teams, and yhy class they will create a borchure, about caring for the planet (step 3) with the requested material. (The teacher will review the brochures of the teams, making corrections). The students at the end of their borchure should take it home and show it to a member of their family, who will sign the back of the brochure that was shown and explained. (As a single borchure will be delivered and there are 5 team members, the brochure will be rolled out) And the signatures of each team member will be registered in a checklist. In addition, the teacher will ask to explain the team a brochure in each class. Homewoork Recycled material	Checklist Notebook Sheets Markers Magazines Colors Glue Scissors Information about How to save the planet? *Homework Recycled material:* *Paper or cardboard* *Cans (soda, chili, tuna, etc.)* *Glass (mayonnaise, soda, bottles, etc.).* *Plastic (shampoo bottle)* *5 guacales / boxes / containers*

"THE USE OF A PROJECT TO PROMOTE SPEAKING SKILLS IN A FOREIGN LANGUAGE (EFL) CLASS, WITH THIRD SECONDARY GRADE"

Pre-Task Class 4 50 minutes T-S S-S	**Learn vocabulary/organize and create a plan.**	-Material review (color list) -Realia, vocabulary (can, bottle, box, aluminum, glass, plastic, waste, etc.) - The teacher will give an explanation of what recycling is and a recycling activity will be done with the material requested in the previous class. -Questions, these questions will be discussed in teams 1. What is recycling? 2. How does recycling help? 3. Why is it important to recycle? 4. Have you ever recycled? How did you do it? Through roulette, the team will be asked to indicate the roulette. -Quiz, about the topics seen in the classes. 10 questions. Apx. 3	Color list Material Roulette Quiz
Task Class 5	**Students create a plan to obtain a plan to do the project.**	Worksheet, day of the week and months. Apx. 4 Substitution drill with days of the week and months STEP 4 - Students will create in their notebook a calendar from February to March. In which they will make a work plan to do their project. The calendar must have 5 important aspects that the teams must do to carry out the project: Research, synthesis, product development, presentation of the product or project, Collective answer to the initial question. These aspects will be worked for weeks, and the teacher will indicate this.	Apx 3 *Homework Fichas bibliográficas Bond paper*
Post-task **Class 6** **50 minutes** **S-S**	**Search for information and summarize the information.**	STEP 5 Students will do research at the school's computer center on the topic: how to save the planet This investigation will contain: Sources, main ideas of the research, a solution to the problem, and a sustainable or ecological product that students can make in order to save the planet. This information will be written in bibliographic records. Having the information collected, the students in their respective teams, will make a concept map where they disseminate the information they investigate in bond paper.	Bibliographic records Bond paper
Pre- task **Class 7** **50 minutes** **S-S**	**Students share their ideas orally.**	The teacher will write on the board keywords to make an oral presentation: Good morning, the topic I am going to present is, it is important to mention, on the other hand, also, thanks for your attention, etc. STEP 6 The teams will present to the group the concept map they made in the previous activity. And they will announce the product with which they will be working in the project. The concept map and presentation carried out by the teams will be evaluated with a rubric. Apx. 4/5	Concep map Board Markers Rubric - Apx. 4/Apx. 5
CLASS 8 **Task** **S-S**	**Students create by means of an writing (instruction manual) about what their project consists of.**	The students will create an instruction manual, in which they will present the materials needed for the creation of their product, the title of their product, and the steps that will be followed to make the product. It will be divided into three parts: 1. Introduction questions, so that students know that it is an instruction manual, what it is for and its characteristics. 2. Draft of instructions, by teams, in which they will put the steps and material they need to make their product. Delivered during this class, which will be reviewed by the teacher and will make corrections. (Notebook) 3. Instruction on clean made in a large cardboard.	Notebook Cardboard Markers
Class 9 **Post-task** **S-S**	**Indentify key words to present the product.**	(In case the students do not finish the instruction in clean, they will take time from this class). STEP 7 Product physical development "Simulation of product sales" ECOLOGICAL PRODUCTS FAIR . Creation of cards for the presentation of the product. which must have the following information: Product title, product purpose, what the product is for in the care of the land, because it is important, product price, where I can find the product, slogan and logo. (Shopping centers, specific store, etc). Each team member will have to have their own product presentation card, which will be used in the exhibition of their product at the fair.	Sheets
Class 10 **Pre- Task**	**Students create invitation to the student community, through a writing**	-Creation of ornaments for the fair, with recycled materials. -Invitations for the fair of organic products (students may invite authorities, teachers and parents). Quiz 2	Quiz Recycled material

T-S		It will consist of a small test of 10 reagents, about what was learned in the last classes as parts of the instruction, vocabulary, etc.	
Class 11 **Task** **S-S**	**Pre-presentation of the project orally**	Pre exhibition of the fair of products. Students will have the opportunity to rehearse what they will say at the fair, pronunciation and vocabulary correction will be made during this class. The requirements for the presentation will be written on the board: • 5 minutes of presentation per team • Material and product • Explanation in English • All team members must participate • Greetings to the public, presentation of the product with the help of letters, why buy the product? Farewell In addition to the requirements of the presentation, it will be taken into account: speech, volume, posture and content. (These requirements will be taken into account on the day of the fair). -Students will randomly choose the participation number they will have at the fair.	Board Cards
Class 12 **Post-task** **S-S** **T-S**	**Oral presentation of the project**	**ECOLOGICAL PRODUCTS FAIR** Duration: 50 minutes Each team will be evaluated with a rubric. The teacher will monitor each team, spend with each of them according to the participation number of each team. And the guests will pass with the teams, the students will have to be in constant exposure with the guests. Teacher will evaluate with a rubric. Apx. 6	Project materials Rubric- Apx. 6
Class 13 **Pre- Task** **S-S**	**Students write a small song, using the vocabulary seen during the previous classes**	Each student will be given a card, in which they must write advice to take care of the environment and other bad advice. When they finish writing the advice, they will stand up and when the teacher says "earth" they will go with a classmate and tell him the advice they wrote, their classmates will guess what the good advice is and what the bad advice is. Let's compose a song: Students in teams must compose a song of two stanzas changing the lyrics to the song they want, the lyrics must be related to the topic.	Cards Notebook
Class 14 **Task** **S-S**	**Self evaluation**	Presentation of the song by each random team. The teams at the end of their presentation will have to self-evaluate their work and participation in the project. In addition, they will have to write a conclusion about what each one learned in these five weeks.	Notebook
Class 15 **Post-task** **T-S** **S-S**	**Know the students' learning**	Dynamic: rock, paper, scissors. Chicken, monkey, human. Final Quiz Oral and written.	Quiz

This was the planning that was worked on in the second project, which contains the steps worked to achieve its purpose.
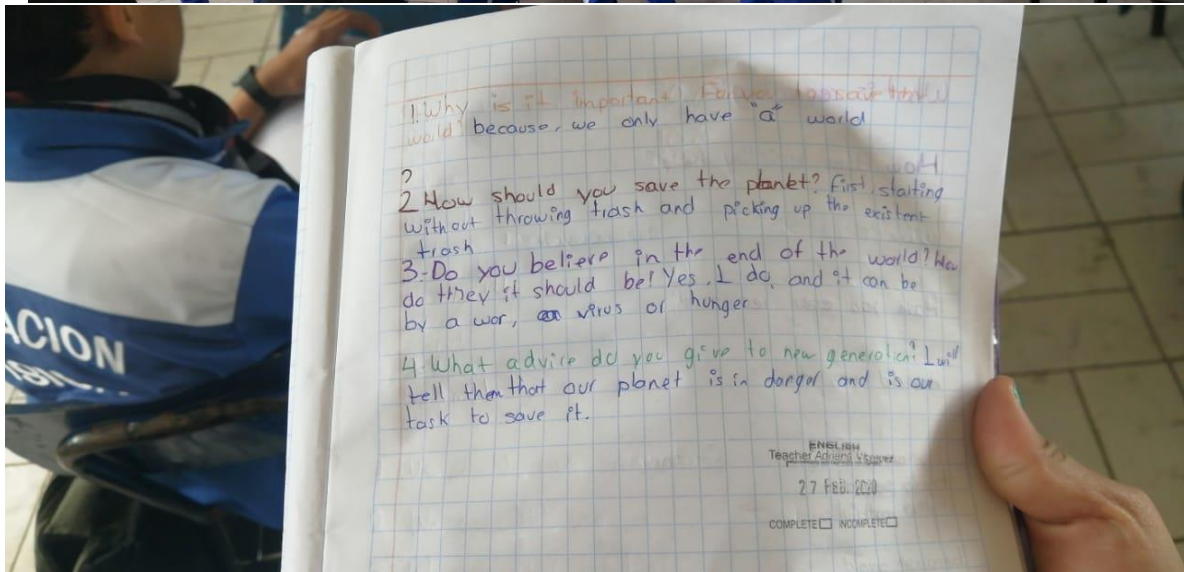
(Vázquez, 2020)

Appendix I- Recycled Products-Project 02

These are some of the products made by 3rd A students, a compost, a car made from recycled products and a dog house are shown. Part of step six "Product development" of project two.

Appendix J- Promoting speaking skill through projects

The first image, was captured on March 5, 2020, the students presented the information they found to solve an ecological problem and lead to the creation of a recycled product. The second image shows one of the communicative activities worked on, in which the students created a series of questions which they had to share with their classmates.