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Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

**Project-based learning and increasing vocabulary among second
year students at a public high school in Loja city during 2021-2022
school year**

**Aprendizaje basado en proyectos y aumento de vocabulario en
estudiantes de segundo año de una escuela secundaria pública de la
ciudad de Loja durante el año lectivo 2021-2022**

**Trabajo de Integración Curricular previo
a la obtención del título de Licenciada en
Pedagogía del Idioma Inglés.**

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Dedication

With deep affection, I dedicate this thesis to my dear parents Gladys and Hugo for being my fundamental pillar throughout this stage, for giving me their constant support at all times, and to the people who unfortunately are no longer in this world for motivating me to fulfill one of the goals of my life.

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Leidy Nathaly Criollo Rios

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1. Title

Project-based learning and increasing vocabulary among second year students at a public high school in Loja city during 2021-2022 school year

2. Resumen

El objetivo principal de esta investigación fue incrementar el conocimiento del vocabulario a través del aprendizaje basado en proyectos en estudiantes de segundo año de una escuela secundaria pública de la ciudad de Loja durante el ciclo escolar 2021-2022. La metodología utilizada para esta investigación fue una metodología mixta con enfoque cuantitativo con un diseño cuasi-experimental, con el uso de instrumentos de recolección de datos como un pretest y posttest diseño único con la finalidad de medir los niveles de mejora de los estudiantes antes y después de la plan de intervención. Además, se aplicó un enfoque cualitativo con entrevistas semiestructuradas y notas de campo para conocer las percepciones de los estudiantes hacia el aprendizaje basado en proyectos. Además, los participantes de la investigación fueron 15 estudiantes de segundo año “D”. Los resultados de esta investigación mostraron que los estudiantes aumentaron significativamente su conocimiento del vocabulario. Es decir, en los aspectos de significado, uso y forma. Esta mejora fue visible en los resultados posteriores a la prueba de los estudiantes. Pasaron de un 4/10 a un 8,2/10. Por lo tanto, se concluyó que el uso del aprendizaje basado en proyectos aumentó considerablemente el conocimiento del vocabulario de los estudiantes, además de crear un ambiente más dinámico que permitió una participación más activa de la población seleccionada.

Palabras clave:

aprendizaje basado en proyectos, forma de vocabulario, significado de vocabulario, uso de vocabulario.

2.1 Abstract

The main objective of this research was to increase the vocabulary knowledge through project-based learning among second year students at a public high school in Loja city during the 2021-2022 school year. The methodology used for this research was a mixed methodology with quantitative approach with a quasi-experimental design, with the use of data collection instruments such as a pretest and posttest single design with the purpose of measuring students' levels of vocabulary knowledge before and after the intervention plan. Also, a qualitative approach with semi structure interviews and field notes that were applied in order to know the students' perceptions towards project-based learning. Furthermore, the research participants were 15 students from second year. The results from this research showed that students significantly increased their vocabulary knowledge. Namely, in the aspects of meaning, use, and form. This enhancement was visible in students' posttest results. They went from a 4/10 to an 8.2/10. Thus, it was concluded that the use of project-based learning greatly increased students' vocabulary knowledge, as well as created a more dynamic environment that permitted a more active participation from the selected population.

Key Words:

project-based learning, vocabulary form, vocabulary meaning, vocabulary use.

3. Introduction

The present research work was focused on the application of the project-based learning to increase vocabulary learning among second year students of a public high school in Loja city, during the 2021- 2022 school year. According to the Ministry of Education, students have to use appropriate vocabulary, expressions, language, routines, interaction styles in formal and informal or academic situations by asking permission, thanking someone, apologizing to friends, giving advice, and making a suggestion. Furthermore, knowing vocabulary assures that learners can use the words they already know to build word recognition and hold ideas and thoughts in short-term memory as meaning is constructed (Ministry of Education, 2016).

Unfortunately, according to the Ministry of Education (2016) there is a gap between stronger and weaker learners, which increases in secondary education, due to the lack of knowledge of enough vocabulary, because students come together from different primary schools. It also needs bearing in mind that when learners move from primary to secondary school, they also experience important changes in methodology and teaching approaches. Based on the aforementioned expectations, students tend to lose interest in the class as well as feel disconnected from the teaching-learning process. Therefore, the researcher considers that the use of the project-based learning in the English lessons will give excellent findings and also will help students love, enjoy and learn the English language.

According to the class observations done while the teaching practices were executed at a public high school, it was noticed that most of the students of second year faced many obstacles when learning English, mainly with the development of vocabulary. Students had difficulties in many aspects like remembering the word meaning, using synonyms, adjectives, and word form to communicate successfully, and in developing the different tasks proposed by the teacher. Hence, the difficulties faced by the students encouraged the researcher to carry on how the application of project-based learning increases vocabulary learning.

Based on the aforementioned issue, the research aims to answer the central question: How does project-based learning increase vocabulary among second year students at a public high school in Loja city during the 2021-2022 school year? The sub-question for this study is as follows: What is the process of project-based learning that increases vocabulary among second year students at a public high school in Loja city during the 2021-2022 school year?

Additionally, a large amount of literature has talked about PBL to improve vocabulary in

students. However, only these authors (Barron et al., 1998; Howard, 2002; Khoiri et al., 2013; Piaget, 1969; Thomas, 2000; Vygotsky, 1978) have focused on the strategy as a teaching method. The evidence from the research has consistently shown that project-based learning improves students' vocabulary through the use of engaging in meaningful activities, collaborative learning and decision making, problem-solving, and the changing role of teachers. Simply a project is a product which is concrete; it is basically formed as hands-on activities in which learners produce projects on various themes with the guidance of a teacher in the classroom. (Fujioka, 2011).

Nevertheless, the studies were limited to the time constraints in working on the projects. This problem can be addressed by allowing more flexible time for the students to work on their projects. On the other hand, to verify the value of the PBL method, it would be desirable to take into consideration other components of the curriculum, such as grammar, reading, and writing, also it includes students from different levels of English language proficiency such as beginner, intermediate, and advanced.

Hence, the present study was able to increase the vocabulary of second year students of a public high school, such as comprehending the meaning of the words, remembering and keeping them in their long-term memory. Additionally, to feel the confidence to work in groups and participate actively in the class. As well, the present research helped the researcher to expand their professional field of the reality of a public institution, also, for further research, this study will be helpful to gain more insights into vocabulary teaching methods in the real context of the English Language subject.

In addition, the present study has contributed to the line of research of the Facultad de la Educación, el Arte y la Comunicación, and to the matter subject Pedagogía de los Idiomas Nacionales y Extranjeros. These plans indicate the common goal that the research presented will contribute to the development of an innovative proposal that can be of help to the teaching and learning of English (Universidad Nacional de Loja, 2021). Simultaneously, this study meets objective 7 of Sustainable Development Objectives (ODS) stated by the Secretaría Nacional de Planificación (2021), which clearly states that education models must be continuously modernized and the teaching process motivated at all times through the use of innovative proposals and technological tools.

In order to attain the aim of this research, the main objective of this work was to increase vocabulary among second year students through project-based learning at a public high school in

Loja city during the 2021-2022 school year. To accomplish this objective, the following specific objectives were established: to implement an intervention of project-based learning to improve second year students' vocabulary at a public high school in Loja city during the 2021-2022 school year; to validate the effectiveness of project-based learning for increasing vocabulary among second year students at a public high school in Loja city during the 2021-2022 school year, and to explain the students' perceptions about the effectiveness of project-based learning for increasing vocabulary among second year students at a public high school in Loja city during the 2021-2022 school year.

At last, based on the nature of the research, the study focused on project-based learning through the use of lesson plans based on the stages of project-based learning, for example, planning, researching, first draft, rewriting, and submitting the project to increase the aspects of vocabulary which were form, meaning and use. The population for this study consisted of 15 second-year students from a public high school in Loja city, during the 2021-2022 school year. Nonetheless, the following limitations were discovered: there was no control group for the intervention process due to practical constraints, therefore the results cannot be generalized. Furthermore, the researcher believes that the duration of the intervention was insufficient to apply projects to generate a long-term impact on students' vocabulary.

4. Theoretical Framework

Hatch (1995) mentioned that vocabulary is the foundation to build languages, which plays a fundamental role in communication. It describes that by mastering vocabulary; people can express their ideas and understand the other basic competence well. They study simple words or things in their surroundings. It is aimed at students who are able to understand simple English used in daily context.

Realizing the importance of vocabulary mastery, learners need the innovative ways in learning vocabulary by adopting different strategies in learning vocabulary. One of them is a Project Based Learning or PBL. A PBL is a meaningful way to create a student-centered activity and maximize student engagement.

Thus, the purpose of this chapter is to review the literature on PBL. It begins by giving a general perspective of the constructivism theory as a fundamental support for project-based learning, defining project-based learning, its importance around projects, as well as the stages, its difference versus the traditional classroom, advantages of PBL, its role on teachers and students, and the project-based learning strategies. The second part presents the definition of vocabulary, its types, aspects, its importance, resources, vocabulary in the classroom. Finally, a brief description of previous studies that have worked within the same variables is presented.

4.1 Constructivism Theory

The notion of constructivism was developed by an American psychologist, John Dewey in the 20th- century. In particular, Dewey that education is dependent on action: the experience provided to learners is vital because it gives them meaning. Kokotsaki et al. (2016) mentions that other academics were influenced by Dewey's theories because they believed that the enlarged notions that grew around the constructivism thesis explained how learners construct their own understanding. Project-based learning necessitates students' participation in authentic activities that allow them to learn by doing.

Following this idea, Jumaat et al. (2017) states that students are no longer thought of as only passive consumers of information. Jean Piaget is another well-known constructivist. According to Piaget, we derive meaning from the experiences we have in life. He added that the constructivist approach to education is based on students asking questions, conducting investigations, connecting with others, and reflecting on their experiences.

4.1.1 Constructivism in PBL setting

Constructivism proposes that learners can generate knowledge based on their own life experiences. It is built on doing things and getting hands-on experience while dealing with a real-world challenge. As a result, project-based learning (PBL) is closely linked to this idea. PBL encourages learners to demonstrate what they know, resulting in more flexible learning. Furthermore, it provides individuals with little options and answers for dealing with the challenges they face. As a result, PBL encourages active learning and a student-centered atmosphere (Kiraly 2005).

Jumaat et al. (2017) explains that learners build knowledge based on experience, and from that experience, they reflect on what they've gone through, according to the constructivist viewpoint. They use cognitive processes to construct knowledge. While constructivism is a learning philosophy, it is critical to have a delivery tool that integrates many of the constructivist approaches that have been proven to help students create knowledge.

Moreover, one of the consequences of constructivism in a PBL context is that instructors should be involved in the creation and development of instructional techniques when using the PBL methodology. This includes examining the student's needs, analyzing the course's aim, arranging the instructor's and students' roles, organizing the teaching materials, and preparing evaluation procedures, among other things.

4. 2 Project Based Learning

Stoller (1997) states that project-based learning is a pedagogical paradigm that is both process and product-oriented (essentially combining learning with actual results produced by learners themselves). PBL can give a variety of effective pedagogical strategies when teaching English to young learners because it creates an easy link between linguistic input and its real-world equivalent. Simply put, a project is a tangible result that is created through hands-on activities in which students create projects on a variety of topics under the supervision of a teacher in the classroom (Thomas, 2000).

Donnelly and Fitzmaurice (2005) mention that real-world situations are used to engage students in project-based learning. Because real-world difficulties are rarely solved using information or abilities from a single subject area, this is an interdisciplinary approach. In order to handle the issue or challenge posed, students must engage in research, solution building, and product construction. To successfully finish the assignment, students frequently use content knowledge and abilities from multiple academic fields.

Not simply memory or recognition, but application of knowledge and abilities is required in project-based learning. PBL evaluates how students apply a range of academic knowledge in various circumstances, as opposed to rote learning, which tests a single fact. When students begin a project, they usually start by asking a question. When students use their academic knowledge in real-world situations, they are encouraged to think critically. The investigation process leads to the creation of solutions to the problem that has been found. They put their knowledge to work by creating products that communicate solutions to a target audience (Kokotsaki et al., 2016).

PBL necessitates student participation throughout the process, with teachers guiding the process, providing feedback, and evaluating student performance. Katz (1992) notes that the significance of PBL in inspiring students to think, dream, question, and investigate is more significant than the project's title. Moreover, according to Kokotsaki et al. (2016) determines that Project-based learning (PBL) is a learning strategy that centers on projects. PBL handbooks for teachers define projects as "complex tasks based on challenging questions or problems that involve students in design, problem-solving, decision-making, or investigative activities; allow students to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations. Some of the essential elements stated by Tomas (2000), Katz (1992) of project-based learning are:

- Focuses on a big and open-ended question, challenge, or problem for the student to research and respond to and/or solve.
- Brings what students should academically know, understand, and be able to do into the equation.
- Is inquiry-based, stimulates intrinsic curiosity, and generates questions as it helps students seek answers.
- Uses 21st-century skills such as critical thinking, communication, collaboration, and creativity, among others.
- Builds student choice into the process.
- Provides opportunities for feedback and revision of the plan and the project, just like in real life.
- Requires students to present their problems, research process, methods, and results, just as scientific research or real-world projects must stand before peer review and constructive criticism.

4.2.1 Project Based Learning method around projects

Thomas (2000) mentions that PBL is a teaching method based on learning activities and real-world projects that provide pupils with problems to solve. These activities are often reflective of the types of learning and work that people conduct outside of the classroom. PBL is usually done by groups of students who collaborate to achieve a common goal. Furthermore, projects require both "hands-on" and "minds-on" learning because they include complicated cognitive and metacognitive processes. Project work necessitates the use of a complicated cognitive process, which serves as a vehicle for higher-order learning.

PBL offers children more than just material; it also teaches them crucial skills that they will need to function as adults in our society. Communication and presentation skills, organization and time management skills, research and inquiry skills, self-evaluation and reflection skills, group participation and leadership skills, and critical thinking abilities are among these skills. PBL encourages students to consider their own ideas and perspectives, as well as make decisions that have an impact on project outputs and the learning process as a whole. As a result, high-quality, authentic products and presentations are produced.

Since the underlying concept of PBL is that learning begins with a problem presented in the same context as it would be encountered in real life, there are numerous chances to enhance language usage and acquisition in real-world scenarios (Jumaat et al., 2017). It means that everything they learn in class may be immediately applied to real-world challenges. Because they learnt and practiced in class, the students will be better prepared when confronted with real-world difficulties. It provides pupils with more benefits than learning something that they may not encounter in the real world. Indeed, project-based learning is characterized by action-oriented activities that emphasize doing rather than learning. The activity lasts for a set amount of time, produces a product, and the students' performance can be evaluated at the end of the class (Khoiri et al. 2013).

4.2.2 Stages of Project Based Learning

Donnelly and Fitzmaurice (2005) mentioned five key stages to PBL:

- **First Stage: Planning.** Students are required to read about the project's topic and hold a group discussion to clear up any misunderstandings or uncertainties. The teacher's duty is to act as a guide at this stage if necessary, and to ensure that everything is clear. Furthermore, the main goal of this stage is to determine what the students'

common interests and opinions are in order to form well-prepared work groups with common working characteristics; during the planning stage, students are involved in the topic through discussions, videos, expert speeches, and readings. When the small group has decided on a topic to work on, the teacher begins to clear up some misunderstandings.

- **Second Stage: Researching.** This stage entails the group deciding on particular areas of responsibility. Then it's time to look for relevant material; pupils should have identified an issue or a gap that will serve as their project's aim and title when they've been mentioned. Students begin the process of gathering more pertinent information for their projects by visiting libraries, reading articles, and conducting web searches.
- **Third stage: First draft.** Students will aim to get all of their ideas down on paper throughout the development of this stage. The teacher states that this initial draft is done with the intention of being able to revise the ideas with the help of the teacher in order to produce a final output. In order to avoid plagiarism, it is also necessary to specify the proper type of reference.
- **Fourth stage: Rewriting.** Corrections to grammar and content will suffice at this point. The paper should have fulfilled three primary goals: it should have a logical flow, the objectives should have been met, and there should be no gaps in the work.
- **Fifth stage: Submitting the project.** Finally, students are requested to give an oral presentation about their work, and the audience, which consists of their peers, is encouraged to ask questions or voice their ideas in order to spark a discussion.

4.2.3 PBL vs Traditional Classroom

The traditional model of instruction is viewed as a teacher giving a piece of information to a learner and viewing the learner's action as a vehicle for conveying the knowledge to the learner's head. Learning occurs only when information is digested by the learner in his head, according to the transmission of knowledge. Constructivists, on the other hand, see learning as taking place within a context in which the substance of the information plays a supportive function and learning as taking place when students develop knowledge in a specific context in which they are located (Neo et al., 2009).

PBL (project-based learning) is becoming more common in mainstream education. (Donnelly & Fitzmaurice, 2005). Project-based learning allows students to "direct their learning

through inquiry, as they collaborate to study and produce projects that represent their knowledge" as a teaching technique (Neo et al., 2009). Students are frequently given a project to practice their cooperation abilities by collaborating with their peers in this teaching technique (Stoller, 1997). Here, the teacher serves as a facilitator, assisting pupils with their projects (Kokotsaki et al., 2016). The learners in a PBL classroom can plan, work, and present as a group. Students were frequently asked to present their work at the end of the semester in order to express their thoughts to their peers. PBL creates an environment in which the learning process is more engaging and real-world focused than traditional teaching techniques, which rely on the teacher's explanation (Khoiri et al., 2013).

Real-world subjects are used in a PBL classroom to encourage students to engage in realistic work while including integrated skills and real-world information. Because PBL allows students to work in groups, they will be able to benefit from problem-solving and team-building opportunities. (Fujioka, 2011; Stoller, 1997). Even though PBL emphasizes group learning, group collaboration, and social responsibility, students are encouraged to practice these skills in order to achieve their goals. Furthermore, it enhances their problem-solving abilities, critical and creative thinking abilities, communication abilities, ability to adjust to change, and self-evaluation abilities (Khoiri et al., 2013).

Similarly, incorporating PBL into a language classroom encourages students to engage in meaningful learning. Students are exposed to actual communication skills in real-life settings in addition to academic knowledge or theory from a textbook. Students can practice communication skills, group involvement, leadership abilities, time management skills, and presenting skills, for example. (Stivers, 2010). PBL not only improves students' learning quality in terms of excitement, confidence, creativity, self-directed, and collaborative learning abilities, but it also improves teachers' motivation and pleasure in the classroom (Astawa et al., 2017).

The use of project work in the classroom helps to strengthen social bonds between team members and encourages active participation in cooperative learning. PBL encourages students to participate more actively in class (Coleman, 1992; Kimsesiz et al, 2017;Pinter & Cisar, 2018). Furthermore, putting a project to work allows students to enhance their digital literacy abilities, specifically the ability to evaluate and use acceptable resources in a certain subject. To put it another way, project-based learning is extremely conducive to the development of digital literacy among students (Nani & Pusey, 2020).

Moreover, in a PBL classroom, students can complete authentic assignments while also strengthening their language abilities by participating in meaningful activities. It builds students' confidence and independence, as well as their motivation to engage in and enjoy project work (Fried, 2002; Lam, 2011; Stoller, 2006). Besides that, students who are given a project-based task have the opportunity to gain new experiences and work as entrepreneurs throughout the learning process, which allows them to develop vital skills such as cognitive and self-control, learning attitudes, and the ability to use technology in the classroom.

4.2.4 Advantages of Project Based Learning

Fragoulis (2009) mentions some advantage of PBL in teaching English as a foreign language:

- Because students engage in purposeful communication to complete real activities, PBL improves language abilities by allowing them to use language in a more natural setting and participate in meaningful activities that require authentic language use.
- PBL is critical in helping students develop their target language for real-life situations. It increases learners' autonomy, centeredness, motivation, and integrated skill practice while assisting language students in becoming more proficient in the target language.
- Differentiated instruction is possible with PBL. Instructors have more time to address individual students' needs and provide comments while students workshop their projects.
- Students improve their research skills and learn more about practical subject than just memorizing facts.
- Students take responsibility for their work, reflecting on and appreciating their achievements.
- Collaboration in PBL helps students to do more than just practice the language; it also allows them to improve their ability to speak English outside of the classroom in real-life situations.
- Students gain autonomy and purpose as they discover their voice and learn to take pride in their work.
- Students learn to manage hurdles more successfully when working on a project, frequently learning from failure and making revisions until they are satisfied with their output.

- Facts come to life through projects. Apart from the enjoyment factor, project work entails real-life communicating circumstances (analyzing, deciding, editing, rejecting, organizing, and delegating) and frequently requires multi-disciplinary abilities that can be transferred from other topics. Overall, it encourages higher-order thinking than simply acquiring words and structures.
- PBL is heavily reliant on the relationships built during collaboration. Students not only learn how to work better in groups by contributing their own ideas, listening to others, and resolving disputes as they emerge, but they also develop excellent relationships with teachers, reinforcing the importance of learning. When students engage on projects, they develop relationships with community members and receive knowledge for their future employment and beyond.
- PBL is based on real-life experiences. Authentic activities are relevant in the actual world, allow students to analyze the task from various angles, promote teamwork and reflection, and allow for competing solutions and a variety of outcomes.

4.2.5 Students and Teachers' Roles

Barrows (2002) described the teacher's role is not as dominant as it approaches the student-centered paradigm of project-based learning. Based on their prior information, the student, as the creator, will construct their own concept and views about knowledge. Teachers, on the other hand, serve as a guide, consultant, motivator, facilitator (when working in a lab or workshop with a laboratory assistant), and evaluator. As a facilitator, the instructor should give opportunities for collaborative work and authentic projects that help students improve their problem-solving skills. Because the teachers' involvement in constructivist learning is limited, students are encouraged to participate in collaborative learning. Rather than focusing on the teacher, learning should take place in student-centered learning activities (Stivers, 2010).

Moreover, in project-based learning, the teacher's role is that of a facilitator. They don't give up control of the classroom or student learning; instead, they foster a culture of shared accountability. The proposed question/issue must be structured in such a way that the student's learning is directed toward content-based materials. To ensure that student projects remain focused and students have a solid comprehension of the subjects being researched, the instructor must manage student achievement using intermittent, transitional goals. Through continual feedback and examinations, the students are kept responsible for these objectives. These

assessments are used by the instructor to lead the inquiry process and check that the students have learnt the required material. When the project is completed, the instructor assesses the final result and determines whether it meets the requirements (Hugerat, 2016).

Project based learning focuses on a real-world problem, learners must take responsibility for their own learning, the teacher's function shifts to that of a guide or facilitator, and the deliverable must be relevant to the learner's life and/or job. The PBL model's major feature is how the teacher or instructor assists students in working individually or in groups to tackle the genuine problem of the project being studied. The student's responsibility, on the other hand, is to ask questions, gain knowledge, and come up with a real-world solution to the problem or topic. Students must work together in order to improve their active listening abilities and engage in intelligent focused communication. As a result, they are able to think sensibly about how to address difficulties. PBL encourages students to take responsibility for their own success (Hugerat, 2016).

Furthermore, Stivers (2010) states that the role of the student is to ask questions, gain knowledge, and come up with a real-world solution to the problem or question presented. Students must work together in order to improve their active listening abilities and engage in intelligent focused communication. As a result, they are able to think sensibly about how to address difficulties. PBL encourages students to take responsibility for their own success.

4.2.5 Project Based Learning Strategies

According to Hugerat (2016), there are some strategies for students:

- **Just in Time teaching:** It attempts to reach a stalemate in their work because they lacked knowledge of a specific subject or the skills to manage one of their learning instruments by generating a set of tasks that allow the instructor to inspect and assess the students' abilities and knowledge. Before class begins, the instructor can alter the course activities to address any deficiencies or misunderstandings meaningfully by asking open-ended warm-up questions or surveys regarding the course topic.
- **Guided Discovery:** The remarkable link between curiosity, critical thinking, and problem-solving is the hallmark of project-based learning paradigms. These are carefully created puzzles, challenges, or discrete questions that require students to learn how to solve problems and construct a framework of knowledge from these inquiries before the subject is explained to them.
- **Case-Study method:** Are real-world examples of circumstances, solutions, or failures

that can be useful during a project-based learning method in three ways: To begin, the PBL technique uses data collection to describe the problem, suggest prospective solutions, and determine the scope of ongoing initiatives, such as a literature search or a precedent study. Second, use specific case studies to elicit questions and pose challenges to solutions. Finally, the project's relevance and authenticity are enhanced by the case's real-life nature: the data sets and ideas are linked to a real-life incident with repercussions.

- **Shared Solutions/Send a problem:** It might be difficult to solicit numerous potential answers to the same problem at the same time during the problem-solving phases of project-based learning. If no one pursues their answer, some groups or individuals may dominate the discourse, while others may grow disinterested. A fantastic method for avoiding these disagreements while still working together to solve problems.

4.3 Vocabulary Definition

According to Ur (1998) vocabulary refers to the words that teachers teach in a foreign language; it is a written or spoken unit of language that serves as a symbol of a concept in a foreign language for students. Moreover, Hatch and Brown (1995) state that A list or collection of words for a certain language, or a list or set of words that an individual speaker of a language might use, is referred to as vocabulary. It indicates that vocabulary refers to the words of a certain language that a speaker uses when conversing in that language. Furthermore, according to Nation (2001) vocabulary knowledge is seen as a necessary tool for mastering any language skill, as well as for comprehending written and spoken materials.

As a result, the more frequently learners are exposed to vocabulary, the more confident they are in their ability to understand and interpret the meaning of some unfamiliar words from context. Learning vocabulary entails not just learning new words but also understanding their functions and applicability in various contexts and situations. In other words, the simultaneous and complicated process of extracting and building utterances through the use of appropriate lexical combinations, at the appropriate time and place, is required for language comprehension and production.

In order to master a language, students must have a good vocabulary. It not only aids in language comprehension and production, but it also serves as a reliable indicator of performance and development of any language skill. Learning a second language (L2) or a foreign language is a dynamic process including social interaction and exposure to the target language. Furthermore,

language educators should focus on lexical elements rather than specific words in order to improve their teaching methods.

Language learners can communicate with one another using acceptable terminology even if they do not have sufficient knowledge of the target structures. Then, teaching instructions should look for ways for students to practice their new vocabulary while also improving their language skills. As a result, language teachers must examine the sort of words to be taught as well as their frequency of occurrence when increasing learners' vocabulary sizes, because not all of those words must be mastered in order to be a good language user (Hatch and Brown, 1995).

Despite the fact that vocabulary plays an important and significant role in the production of spoken or written texts, it has been receiving little attention. Thus, language instructors pay more emphasis on learners' linguistic competence rather than on vocabulary knowledge. In this view, it is necessary to point out that, no matter how well the student learns grammar, no matter how successfully he or she masters the sounds of the target language, without words to express a wide range of meanings, communication cannot happen in a meaningful way.

Words need interaction and combination with others otherwise their learning is nonproductive. That is, the learning of those words is as useless as trying to write grammatical sentences without the knowledge of needed words to express messages. For this reason, learners have to acquire both breadth and depth vocabulary to develop their lexical and communicative competence as well (Stuart, 2005).

4.3.1 Types of Vocabulary

Some experts divide vocabulary into two types: active and passive vocabulary. Harmer (1991) distinguishes between these two types of vocabulary. The first type of vocabulary is the one that has been taught to the pupils and that they are expected to be able to utilize. The second one, on the other hand, refers to terms that pupils will recognize when they come across them but will most likely be unable to pronounce. Hatch and Brown (1995) indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

However, Harmer (2007) has linked vocabulary knowledge to active vocabulary, which students can use and refer to orally. While learners have a passive vocabulary of words that they recognize but cannot call or produce through writing, they do have an active vocabulary of words that they can call and produce through writing. Instead, Nation (2001) has affected the formation of vocabulary knowledge in a broader context by integrating form (pronunciation, spelling, and

words), meaning (word structure or meaning, concepts and preferences, a combination of terms), and use (syntax, collocation, constraints in use). Nation also examined all areas of vocabulary understanding in depth, providing guidance for the development of assessment tools and the definition of vocabulary teaching methodologies.

Words that learners recognize and comprehend when they are used in context but cannot produce are referred to as receptive vocabulary. Learners identify this type of terminology when they see or encounter it in a book, but they do not use it in speaking or writing (Nation, 2001). Meanwhile, productive vocabulary refers to terms that students comprehend, can pronounce correctly, and can apply to speech and writing. It comprises receptive vocabulary requirements as well as the capacity to speak or write at the appropriate time. Because learners can develop the words to express their thoughts to others, productive vocabulary can be addressed as an active process (Nation, 2001).

- **Receptive Vocabulary:** Learners identify and understand receptive vocabulary when it is used in context, but they are unable to produce it. It's a type of terminology that students identify when they see or encounter it in a text but don't use in speaking or writing (Stuart, 2005).
- **Productive Vocabulary:** The words that learners comprehend, can pronounce correctly, and use constructively in speaking and writing are referred to as productive vocabulary. It entails both receptive and expressive vocabulary, as well as the capacity to talk or write at the proper time. As a result, learners may handle productive vocabulary as an active process since they can produce the words to articulate their thoughts to others (Stuart, 2005).

4.3.2 Aspects of Vocabulary knowledge

According to Nation (2001) there are three significant aspects that teachers need to be aware of and focus on, these are *form, meaning and use*. Nation (2001) mentions that the form of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix).

Moreover, Nation (2001) stated that meaning encompasses the way that forms and meaning work together, in other words, the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression. Finally, the use, Nation noted, involves the grammatical functions of the word or phrase, collocations that normally go with it, and finally any constraints on its use, in terms of frequency, and level. For form, meaning, and use,

Nation(2001) declared there is both a receptive and productive dimension. Knowing these three aspects for each word or phrase actually involve different types of lexical knowledge, according to Nation (2001). When teachers teach vocabulary to build students' knowledge of words and phrases, helping them learn any and all of these different components assists them in enhancing their English vocabulary knowledge and use.

On the other hand, Rogers and Cheung (2020) also explains that the development of vocabulary is a critical component of mastering the four skills in learning English. The importance of vocabulary in language cannot be overstated. Students will not be able to master a language if they do not have a sufficient vocabulary. One of the cornerstones of teaching English in junior high school is vocabulary. Vocabulary is a foundational skill that pupils must master before moving on to other skills such as reading, writing, listening, and speaking. Other skills are difficult to achieve without first mastering and comprehending terminology.

4.3.3 The importance of vocabulary

Shoebottom (1996) states that vocabulary is essential for children to comprehend what they hear and read in school and to communicate effectively with others. As a result, it's critical that they quickly accumulate a vast vocabulary.

Moreover, according to Shoebottom (1996) the words of a language are made up of its lexicon, and language is the primary means of human communication. People with large vocabularies are better at communicating their meanings than those with small vocabularies. People who know the correct words may express themselves clearly so that others can comprehend them. Persons with a broad vocabulary are also perceived as intelligent by their friends, instructors, and others. Finally, someone with a large vocabulary will have an easier time understanding what others are saying and responding correctly to them.

Because a restricted vocabulary in a second language inhibits successful communication, vocabulary knowledge is frequently seen as a key tool for second language learners. Shoebottom (1996) highlights the significance of vocabulary learning, saying that "lexical knowledge is crucial to communicative competence and the acquisition of a second language." Nation (2001) goes on to say that vocabulary knowledge and language use are complementary: vocabulary knowledge facilitates language use, and language use, in turn, leads to increased vocabulary knowledge. The relevance of language is illustrated on a daily basis both inside and outside of the classroom. The high-achieving pupils have the most extensive vocabulary in the classroom.

Alali and Schmitt (2012) mention that vocabulary is much more than grammar; it is the key to students' comprehension of what they hear and read in school, as well as their ability to communicate effectively with others. As a consequence, it's critical for students to quickly accumulate a vast vocabulary. On the other hand, English is now required in all high schools, but the majority of learners are uninformed of this.

Meanwhile, the teacher plays a critical role in raising students' English awareness, particularly their vocabulary. Students, in particular, improve their English fluency and expressiveness; it is critical for them to acquire more useful vocabulary knowledge and to establish their own personal vocabulary. According to research, learners' vocabulary is most effective when they develop their own meaning and can graphically depict a word.

4.3.4 Resources to Teach Vocabulary

One important factor that influences the success of foreign vocabulary acquisition is the adoption of vocabulary learning strategies. If a teacher wants to help students manage with vocabulary, Nation (2001) recommends that they spend time on tactics that they can use to deal with words rather than particular words.

Students' past knowledge is connected to a new story through the use of visuals, which helps them learn new words. Many vocabularies can be introduced through the use of drawings or visuals. They are great for clarifying the meaning of unfamiliar terms. Also, they ought to be used as frequently as appropriate. Posters, flashcards, wall charts, magazine pictures, board drawings, stick figures, and photographs are among the images. Images for vocabulary instruction can be found in a variety of places. They are sets of colorful graphics intended for schools, apart from those drawn by the teacher or students. Images clipped from newspapers and magazines can also be quite useful.

Realia, visual aids, and demonstration are all examples of how to use resources. Because our memory for objects and pictures is very dependable, visual strategies can act as cues for recalling words, they can help learners retain language better. On the other hand, Loucky (2006) students can benefit from materials in two ways: First, they must provide and practice frequent, current, and suitable to learners' needs terminology in natural contexts. Second, materials should assist students in becoming better vocabulary learners. By employing a variety of materials, teachers may continue to teach vocabulary. Teachers can utilize the following materials in their classrooms:

- **Pictures:** It connects students' prior knowledge to a new story, and in the process, helps them learn new words.
- **Flashcards:** Using flashcards is one of the most common study methods, and it is the one many students are most familiar with. Flashcards help students to engage in active recall or a process wherein students actively engage in learning by stimulating our memories and creating lasting connections to the material.
- **Realia:** It reinforces language skills and appeals to both visual and kinesthetic learners of all ages. Most teachers use realia to demonstrate the meaning of vocabulary words.
- **Dictionaries:** Facilitate vocabulary comprehension and enhance incidental vocabulary acquisition, suggesting that dictionary use is a more effective strategy of vocabulary learning than contextual guessing.
- **PowerPoint presentations:** It increases the memory capacity of the mind. It also helps students remember information for a long time. A PowerPoint presentation can enhance the intellect of students. At the same time, it helps the teachers in their teaching methods.
- **Drawings on the board:** Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts. It can help young learners easily understand and realize the main points that they have learned in the classroom.

4.3.5 Vocabulary in the classroom

Since languages are made up of words, teaching vocabulary is an important part of learning a language (Alotaibi, 2019). It's nearly hard to acquire a language without using words; even human conversation relies on them. According to recent study, teaching vocabulary can be difficult since many teachers are unsure of the best practices in vocabulary education and don't always know where to start when it comes to putting a focus on word learning in the classroom (Alali & Schmitt, 2012). The learning of vocabulary is a crucial aspect in teaching a language, according to both teachers and pupils (Nation, 2001).

One of the most debated aspects of teaching English as a foreign language is vocabulary instruction. Teachers will encounter difficulties during the teaching and learning process. They are having difficulties figuring out how to instruct students in a way that produces satisfactory results. Teachers should be aware that teaching vocabulary is something new and different from the native language of their students. They must also consider that teaching English to young learners differs from teaching English to adults. The teacher should plan ahead of time and research acceptable

approaches to use with the students.

Newton (2013) mentions that a student's capacity to participate fully in both social and academic classroom activities are influenced by their language knowledge. All kids can benefit from vocabulary training in this manner, especially if it is tailored to individual strengths and needs. Vocabulary teaching is essential for improving comprehension and writing expression in the areas of reading and language arts.

On the other hand, according to Haddad (2016) the development and maintenance of social relationships with other students, participation in academic learning routines, comprehension as part of reading instruction, and comprehension as part of content area instruction are all examples of how limited English vocabulary can affect English language learners' school performance. Each of these topics presents both obstacles and possibilities for vocabulary development.

Vocabulary is described as "the words we teach in the foreign language" and is introduced and explained to pupils by the teacher. It is important to note that new vocabulary does not always imply the introduction of a single new word to pupils, as multi-word idioms or single ideas containing multiple words are frequently introduced. As a result, it's a good idea to cover all of these scenarios by talking about vocabulary items rather than words. The vocabulary should be presented in such a way that students can quickly grasp how to utilize the new words. Furthermore, the learner's specific tactics for acquiring and applying language must be taken into account (Alali & Schmitt, 2012).

The learner's vocabulary must be mastered in order to comprehend the language. Vocabulary expertise is required to communicate our thoughts and comprehend what others are saying. According to Newton (2013) that defined mastery of language as "total knowledge or complete skill." According to that definition, mastery refers to a person's entire understanding or exceptional proficiency in a certain field. The ability to process words in a language is referred to as vocabulary mastery (Alali & Schmitt, 2012). It is a personal accomplishment and possession Newton (2013).

As a result, the individual has the most responsibility for expanding his or her knowledge. The ability to expand one's vocabulary demands their own desire and interest in the language's words. To summarize, vocabulary mastery is a person's exceptional ability to use words in a language, which they acquire depending on their own interests and motivation. Vocabulary mastery is an important component of the four language skills, and it must be considered one of the required

components of language learning (Alali & Schmitt, 2012).

4.4 Previous Studies

This section presents studies related to Project Based Learning to increase vocabulary in English as a Foreign Language (EFL) context. This is done with the purpose of establishing a clear idea about Project Based Learning in the field of EFL, and to set the scene for the current study described.

Table 1

Researches that investigated Project Based Learning and Vocabulary

Study	Country	Population	Methods	Level of Education
Kimsesiz, F. (2017)	Turkey	28 children	experimental	Kindergarten
Shafaei, A. (2015)	Malaysia	40 EFL learners	semi experimental	Secondary
Alotaibi, M. G. (2019)	Saudi Arabia	59 students	quasi-experimental	Secondary
Puangpunsi, N. (2020)	Thailand	104 university students	mixed-method	Tertiary
Sari, F. M. (2019)	Indonesia	44 undergraduate students	mixed-method	Tertiary
Sirisrimangkorn, L. (2020)	Thailand	31 students	mixed-method	Tertiary

Note: Classification of six relevant previous studies that have used project-based learning to increase the vocabulary knowledge of students.

Six studies were selected for the analysis as Table 1 shows, these studies embodied a large range of contexts, including Turkey, Malaysia, Saudi Arabia, Thailand, and Indonesia. Whereas, while half of these studies (3 out of 6) focused on improving students' vocabulary, there are two focused on other skills such as writing and speaking skills, and finally one is focused on learners' perception. In addition, half of all studies (3 out of 6) adopted a mixed methodology, and the others used experimental, semi-experimental, and quasi-experimental designs for their research. Finally, most of these studies were conducted in public institutions, with three out of six educational contexts being tertiary institutions, two secondaries, and only one kindergartenschool respectively.

Another reason for selecting these papers is that most of them are focused not only on students' achievement levels but also on their perceptions. This allows researchers to see if Project Based Learning worked not just short term but also as a way to promote meaningful learning for the future. Additionally, these studies took into account the student's view of the process, thus getting a deeper understanding of how Project Based Learning worked as an instrument for professional development.

An experimental study developed by Kimsesiz et. al. (2017) whose aim was to investigate the effectiveness of teaching EFL vocabulary to preschool children through Project-Based Learning (PBL). Therefore, the research question was: "Is there an effect of PBL on vocabulary learning performance of young learners at the end of the 8-week period?" (p.429). To find out the results the researcher applied observation checklists, exam scores, and a short survey. The results indicated that PBL was rarely adopted in EFL classes in Turkey, Also, PBL instruction could increase EFL vocabulary learning gains when compared to common methods, furthermore, young learners were observed to have been more active in PBL classes.

In the same line of thought, Shafaei (2015) conducted a semi-experimental study to investigate the effectiveness of an interactive classroom method, known as Project-Based Learning (PBL), in helping Iranian EFL learners not just learn but retain new vocabulary knowledge. Hence, the research question was: "Do Iranian learners who learn new English vocabulary through the PBL method recall the meaning of the words learned more effectively?" (p.87). Moreover, two tests were used to measure the level of knowledge of the students, a preliminary test, and a vocabulary test. After analyzing the data, the researcher indicated that learners who were taught using the PBL approach (i.e. the experimental group) had a significant improvement in their vocabulary recall and retention rate. Besides, they even showed better retention of new vocabulary with a higher level of difficulty.

An experimental research developed by Sirisrimangkorn (2020) stresses that "project-based learning is an effective method used to promote learners' English language learning and skills" (p. 66). In this sense, the author examined the effects of project-based learning using presentation on EFL undergraduate learners' speaking skills. In conducting this research, pre- test, post-test, questionnaires, and interviews were used to observe the activities and performance of the participants. In fact, the findings revealed that students' speaking skills had significantly improved after the project-based learning implementation. Moreover, the students expressed positive

opinions towards project-based learning using the presentation as it was perceived to have helped improve their speaking skills. On the other hand, the findings from the interviews revealed that the project-based learning using presentation was positive for learners' speaking skills according to their presentation tasks, scaffolding activities, and practice of integrative skills.

The quasi-experimental research conducted by Alotaibi (2019) investigated the effect of the project-based learning model on the persuasive writing skills of Saudi EFL secondary students. Therefore, the research question was: "Is there a significant difference between persuasive writing scores of the students in the experimental group and the control group in terms of the usage of the project-based learning model?" (p.20). A pre and posttest were used to measure the level of knowledge of the students. After analyzing the data, the researcher indicated that there was a significant difference between the post-test's mean scores of the control and the experimental groups in favor of the experimental group. It was concluded that participants' level of persuasive writing performance significantly developed after receiving the explicit project-based learning model.

An experimental research was conducted by Puangpungsi (2020) studied the development of students' performance in English skills and enhancement of 21st-century skills through working processes of project work. Consequently, the research question was: "What benefits and difficulties did participants experience while working on the projects?" (p. 3). Hence, the researcher gave a questionnaire in order to gather the information about the students' feedback on the use of PBL, also was used a semi-structured interview to investigate further opinions about the study. Finally, the data obtained from a questionnaire pointed out the positive feedback on the integration of project-based learning in English class activity. Moreover, the majority of participants mentioned that project-based activity engaged them to develop collaboration, teamwork skills, flexibility, adaptability skills and increased the better level of responsibility in learning.

In the same way, Sari (2019) conducted an experimental study to reveal the effectiveness of project-based learning using a vocabulary journal and explore the students' perspective on the implementation of a vocabulary journal as their project in the vocabulary class. As a matter of fact, tests, interviews, questionnaires, and observations were considered as research instruments. The findings of this research showed significant results in the students' achievement in vocabulary mastery and positive results from the students' responses to the use of a vocabulary journal in their language learning. Thus, project-based learning using a vocabulary journal might be assumed as an

alternative way of teaching vocabulary.

To summarize, the goal of this literature review was to look at the most prevalent project-based changes over a period in order to help students expand their English vocabulary. This study offered a vivid image of the use of PBL not just as a tool for professional growth, but also as a means of improving students' vocabulary. It provided a general overview of how project-based learning aimed to improve teachers' teaching methods as a means of improving students' learning. It also clearly outlined the relationship between Dewey's constructivism theory and its setting, as both of them emphasized learning as a shared experience that can only be accomplished with the assistance of others. The types and elements of vocabulary, on the other hand, help students expand their understanding of words and phrases by assisting them in learning any and all of these diverse components, which helps them improve their English vocabulary knowledge and use. As a result, the use of project-based learning to improve students' English vocabulary was clearly obvious, because PBL considers numerous areas of students' learning in order to improve their overall accomplishment while also enhancing teachers' professional growth.

5. Methodology

The purpose of this research was to increase the vocabulary knowledge of second year students through project-based learning at a public high school in Loja city during the 2021-2022 school year. Three specific objectives evolved from this purpose, which was to implement an intervention of Project-Based Learning to improve second year students' vocabulary at a public high school in Loja city during the 2021-2022 school year; to validate the effectiveness of Project-Based Learning for increasing vocabulary among second year students at a public high school in Loja city during the 2021-2022 school year, and to explain the students' perceptions about the effectiveness of Project-Based Learning for increasing vocabulary among second year students at a public high school in Loja city during the 2021-2022 school year. As a result, the research technique is described in this section.

5.1 Research Setting

The study was conducted in the city of Loja which is actually located at -3.99313 latitude and -79.20422 longitude. It is located in Ecuador's southern hemisphere and is part of the South American continent.

5.2 Procedure

5.2.1 Research Methods

This research work was based on a mixed-method with a one-group pretest-posttest design. Gay et al. (2011) explains that the purpose of the mixed methodology is to build unity and to gain a deeper insight into specific phenomena that there were only quantitative or qualitative methodologies.

Moreover, Gay et al. (2011) mentions that mixed methodology is useful for estimating the impact of a program or event for which it is not ethically or logistically feasible to randomize. For this reason, the present study just had a one-group intervention. The participants were assessed by using a pre and post-test design based on the grading scale to measure the students' vocabulary knowledge. It means that the quantitative results helped to assess and describe the impact of project-based learning (PBL) on students' vocabulary knowledge. On the other hand, the qualitative feature used field notes to record what happened and the student's behavior in each lesson regarding the implementation of PBL on students' vocabulary and also an interview to know the students' perceptions through the use of narrative inquiry that according to Creswell (2012), it documents the experiences of a person or small group, showing the lived experience or specific

perspective of that individual, primarily through interviews.

Three key sections made up the activities carried out for this research. First, the construction of lesson plans and tools for data collection in accordance with the contents of the educational process, followed by the preparation of activities in the practice spaces. Second, the researcher actively participated in the educational process during the intervention process by implementing the lesson plan and activities in the relevant educational contexts in order to assess the effect that project-based learning had on students' vocabulary knowledge, all the data was analyzed and organized using the aforementioned methods.

Furthermore, after the educational process, the researcher examined and collected data by creating field notes that included all of the activities and students' replies. Finally, at the end of the intervention, students were required to take a research-created posttest to assess their progress based on lesson plans modeled after project-based learning, as well as research-created interviews to analyze the effect of project-based learning on their learning process.

The intervention strategy consisted of developing and implementing lesson plans comprised of the basic aspects of it in order to produce visible change in students' vocabulary. According to Scrivener (2011), the first part was learning objectives, which allowed the researcher to focus on what activities and processes would work best to achieve specified outcomes. These aims were consistent with the MinEduc (2016) conclusion based on Bloom's Taxonomy.

Moreover, practice activities and instructional resources were the following elements of the lesson plan. These sections were combined because, according to Scrivener (2011), students need activities that go beyond simple amusement. These activities took into account how students learn, creating authentic (exposure to language in fairly natural ways) and restricted (activities designed to be accessible to learners and draw attention to specific learning points) exposure by implementing resources that can meet these requirements.

The assessment component was the last part of the instructional plan. This kind of evaluation is called "continuous assessment," and it is used to assess students' progress during the entire learning session rather than simply at the end, according to Harmer (2007). Here, the development is monitored in real-time. This made it possible for the researcher to determine whether or not project-based learning activities and resources had a significant impact on students' learning.

This intervention plan was carried out over the course of 7 weeks using realia, online activities, the course textbook developed by the Ministry of Education, and modified didactic tools. The participants were second-year students at a public high school in Loja city, and they were chosen in cluster samples because it is challenging to distinguish between individuals from a single classroom.

5.2.2 Data Collection Sources and Technique

In accordance with the aforementioned topic, the present project also used quantitative and qualitative techniques to analyze and interpret data in order to understand the phenomena under study. Quantitative techniques were focused only on numerical data, whereas qualitative analyses comprehensive and narrative data.

Therefore, two kinds of tests, pre, and post-tests (see annex 1) with five multiple-choice questions were applied to collect quantitative information in order to diagnose the level of students' knowledge about vocabulary at the beginning of the intervention plan with the students of second year of a public high school in Loja city. The same pre-test was used as a posttest and applied at the end of the intervention plan to obtain information about students' progress on vocabulary learned with the same students. The test was conducted in class and the researcher gave students a clear explanation and clarified all queries raised.

Besides that, for qualitative techniques, the researcher used field notes to record what happened in each lesson. It helped to write up the findings and relevant events during the observation, or particular situations that could have happened. Furthermore, semi-structured interviews were applied to evaluate the students' perceptions of the use of project-based learning in the classroom at the end of the intervention with second year students of a public high school in Loja city.

5.2.3. Research Participants.

The participants for this research were a group of second high school students (5 women and 10 men), with an B1.1 level of English, between the ages of 15-16 years old from a public high school in Loja city during the 2021-2022 school year, as well as one pre-service teacher that applied the project-based to increase the students' vocabulary, considering the researcher as part of the participants. This population will be selected with the help of cluster sampling, that according to Gay et al. (2011) a cluster sampling consists of a random selection of (a) group(s), not individuals, at any location but with similar characteristics.

5.3 Data Analysis

Based on the aforementioned methods, the subsequent analysis of the quantitative data was developed with the help of statistical formulas to test the significance of the current study, this methodology allowed the researcher to measure the pre and post-tests and compare the results with the grading scale provided by the MinEduc (2016) (see annex 6). It also helped to tabulate the information into frequency tables and figures. In addition, a thematic analysis helped for the qualitative data from the analysis of students' behaviors and experiences based on the field notes and semi-structured interviews.

Additionally, the Wilcoxon signed-rank test was utilized to evaluate students' progress. The Wilcoxon signed-rank test, as defined by Ohlyver et al. (2019), is a non-parametric statistical hypothesis on a single sample to determine whether their population means ranks differ. This kind of test looks to see if there was a significant statistical difference between two dependent samples before and after an intervention or process.

According to Gay et al. (2011) a thematic analysis focuses on analyzing qualitative data that entails searching across a data set to identify, analyze, and report repeated patterns, and share common experiences that the respondents have. Finally, these patterns are classified into codes to further specify the data gathered into manageable chunks.

6. Results

The results from the pretest and posttest data gathering tool are described in the section that follows. These instruments were used to evaluate students' vocabulary knowledge (meaning, use, and form). In addition, a semi-structured interview examined students' perceptions about the effectiveness of project-based learning as a tool to increase their vocabulary.

6.1 Pretest and Posttest Results

The pretest and posttest results helped the researcher to implement an intervention plan and to validate the effectiveness of project-based learning for increasing vocabulary among second year students at a public high school in Loja city during the 2021 - 2022 school year.

Table 2

Pretest and Posttest Analysis through Wilcoxon Test

Students' code	Pre-test Scores	Post-test Scores	Difference (pretest-	
			posttest)	Ranks
UEPJL001	6	9	-3	4,5
UEPJL002	3,5	9	-5,5	12,5
UEPJL003	4,5	7	-2,5	1,5
UEPJL004	4,5	10	-5,5	12,5
UEPJL005	2,5	8	-5,5	12,5
UEPJL006	3	8	-5	6,3
UEPJL007	2,5	7,5	-5	6,3
UEPJL008	2,5	10	-7,5	15
UEPJL009	4	7,5	-3,5	7,5
UEPJL010	4,5	7	-2,5	1,5
UEPJL011	4,5	10	-5,5	12,5
UEPJL012	5,5	8,5	-3	4,5
UEPJL013	3,5	7	-3,5	7,5
UEPJL014	4	7	-3	4,5
UEPJL015	4,5	7,5	-3	4,5
MEAN	4	8		

Note. This table shows the results of the pretest and posttest through the Wilcoxon test.

Table 3 Wilcoxon Ranks

Wilcoxon Ranks

	Ranks	Total Number	Sum of Ranks
Pre-test Scores	Positive Ranks (+)	0	0
Post-test Scores	Negative Ranks (-)	15	113,6
	Ties	0	
	Total Population (N)	15	
	Critic Value (W)	31	
	p ≤ 0.05		

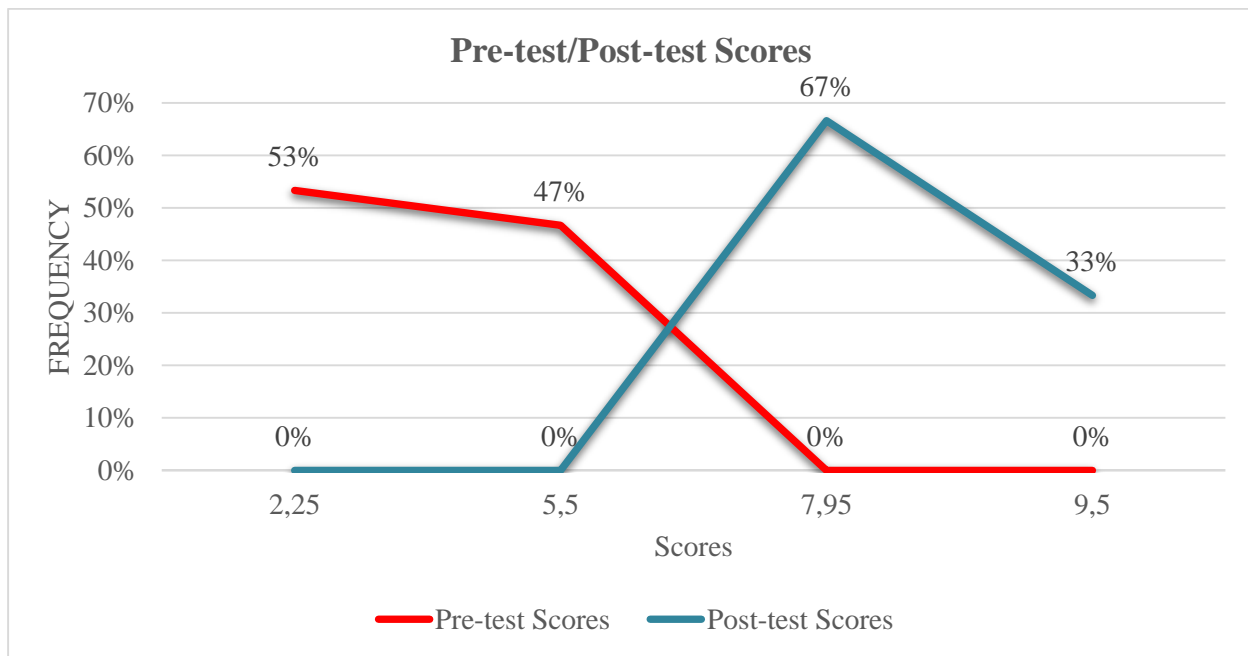
Note: Table showing the total rank values of the Wilcoxon Test

The results from the pretest and posttest, taken prior to and during the intervention process, are shown in Table 2 above. This table makes it clear that, when comparing the scores between the pretest and posttest, the second-year students' English vocabulary greatly increased after the intervention process. On average there has been an increase in vocabulary knowledge, with all of the participants obtaining a higher grade after using the project-based learning in the intervention process.

Consequently, the Wilcoxon test findings revealed a statistically significant difference ($p \leq 0.05$) between the processes. In other terms, there is a strong probability (95%) that the intervention actually worked which will be further ratified with the results of the interview.

Figure 1

Pre-test and Post-test Comparison before and after the Plan of Intervention



Note. Figure of a polygon representing a comparison between the grades obtained by the participants of the research during their pretest and posttest.

Figure 1 clearly lays out the outcomes obtained after applying the pretest scores to measure students' vocabulary levels. According to data from this graph, all of the students did not master the skills required to achieve at least an average level of vocabulary, as stated by the MinEduc (2016).

This indicated that students had a lack of vocabulary knowledge because they manifested weaknesses in selecting words meaning. The few vocabulary activities students developed in classes impeded them to master and expand their vocabulary knowledge. This reflects that learners presented issues in recognizing the meaning of words by looking at pictures, since it was hard for them to identify the denotation that the words have, by reading them without any visual support. Therefore, they exhibited issues in replacing terms in sentences with words that contain similar meanings. Moreover, they were not able to apply the words to make sentences correctly. Finally, students had difficulty in spelling, and in recognizing misspelled terms.

According to Nation (2001), these three aspects are crucial to understanding that a word involves form, meaning, and use. These results, therefore, clearly showed that students had difficulty with the correct spelling of the word, the concept and what items it refers to, and finally

the grammatical functions of the word or phrase.

On the other hand, the findings of the posttest related to Figure 1 reveal that there was a noticeable improvement in the students' English vocabulary. This was evident from the fact that all students (100%) scored between almost mastering (7.95) and mastering (between 9,5 and 10) for the vocabulary learning components.

Thus, it indicates that the project-based learning method applied, had a good influence in learning students' vocabulary. So, the implementation of PBL as a part of the lesson was successful, let students to pronounce, spell, identify, associate and make correct sentences using the words learned. The improvement was really considerable having a progress of the mean from 4/10 to 8/10. As a result, the strategy implemented during the development of this work had a meaningful impact on the students' vocabulary knowledge.

This research supports Alali and Schmitt (2012) claim that vocabulary is much more than grammar, it is the key to learners' understanding of what they hear and read in school and to communicating successfully with other people.

6.2 Semi-structured Interview.

Results from the Wilcoxon pretest and posttest showed a significant increase in vocabulary knowledge that was statistically significant ($p \leq 0,05$). Based on this, the researcher conducted a semi-structured interview with the students to discover more about how project-based learning helped them learn more vocabulary.

Question 1

What was your experience working in groups?

“My experience working in groups was good, because in this way I was able to interact with colleagues with whom I had not worked before.”

As a result, it was evident from the majority of students' responses to the first question they preferred working in groups since it allowed them to communicate and support one another while allowing them to interact with their peers. This was further supported based on the researcher observations by the fact that the students were actively participating in class and showing a strong interest in the progress of the project. On the other hand, other students stated that they dislike working in groups because they preferred to work alone since they believed there was no collaboration from the others and they end up doing all of the work themselves.

Question 2

What were the obstacles that you presented during the process of your project?

“At the beginning it was a bit difficult to decide which roles each one was going to take.”

Moreover, in response to the second question, some students stated that the most difficult aspect of the projects for them was identifying students' roles and functions. According to the researcher's observations this was evident in class because some students were quite frustrated not being able to build the crafts or the needle holder; it was a huge challenge, but at the end, they achieved it and were really pleased with their accomplishments. Then, based on the questions 1 and 2, it could be stated that, despite these challenges, project-based learning contributed significantly to the increase of students' vocabulary knowledge, because PBL addresses multiple aspects of student learning to improve their overall performance.

Question 3

Can you describe your experience presenting your project in front of the whole class?

“I felt very nervous, because it was in English. I was scared because I had never been made to speak so much English.”

Finally, in the third question the majority of the students admitted that they initially felt uncomfortable and very nervous when presenting their projects in front of the entire class, but by the time they did so, and their peers were standing by their sides supporting them, students had begun to lose their fear of speaking in English and eventually became fluent speakers. Since they had enough vocabulary knowledge to unwrap on their own. Some learners, on the contrary, were quite relaxed and knew how to express their ideas. They also enjoyed the part of presenting their work since it allowed them to practice the vocabulary learned, improve their speaking abilities and overcome their fear of making mistakes.

7. Discussion

This part contains a discussion in which the main findings of this research are contrasted with the theoretical framework, as well as some limitations of the study which lead to suggest future research on vocabulary and project-based learning. Moreover, this discussion answers the central of this study: How does project-based learning increase vocabulary among second year students at a public high school in Loja city during the 2021-2022 school year?

The pretest and posttest results revealed that the use of project-based learning increased students' vocabulary knowledge. The population demonstrated that there was an improvement in all categories of vocabulary. For example, students achieved appropriate spelling and pronunciation in form, correct word associations in meaning, and coherent sentences in use. These findings show that the conclusions drawn from earlier research conducted by Kimsesiz et al. (2017); Shafaei (2015); and Sari (2019) also apply to this study. These authors mention that project-based learning is an effective method for enhancing students' learning activities in the English language. However, despite the fact that students' vocabulary shows significant development. It is recommended that new studies include more extensive treatments to help students master their vocabulary knowledge.

Furthermore, students' attitude towards implementing project-based learning was positive. Students struggled in all aspects of vocabulary; meaning, use and form. Even though the learners' improvement was slow in the first stages, during the process students step by step started improving their pronunciation and spelling of the words, identifying and associating the words adequately, and also the use of these ones in sentences was more appropriate. These results were consistent with Fragoulis (2009) who stated that project-based learning's stages allow students to develop their qualities while also learning traditional academic content more deeply and understanding how it applies to the real world.

On the other hand, some of the limitations were discovered during the implementation of the method through the stages of planning because students did not know how to choose their roles or how to distribute their responsibilities and also in the stage of submitting considering that students were not prepared to present their projects using English in front of the entire class since they had never done this before. However, the students were motivated by their classmates and the teacher to do well since they had enough vocabulary knowledge to express themselves when presenting their project. This corroborates the ideas of Stoller (1997) who explains that teachers'

roles in PBL are to engage, guide, and challenge students to participate and share their ideas and concerns with the group. In order to gain insight, ask questions and use their collective curiosities to enhance their ongoing learning with concrete results.

8. Conclusions

The method used indicated that vocabulary aspects, particularly meaning, had a major impact since students were able to detect and associate the terms, as well as in use, because learners correctly employed the words in sentences. This was obvious during the learning process, as students participated more in these activities and completed the assignments more quickly, indicating an active involvement in the classroom.

The usage of project-based learning (PBL) caused outstanding expansion in students' vocabulary knowledge related to the improvement of word meaning, use, and form has grown significantly. Additionally, because students created their own knowledge, this method increased students' participation in class and helped them become active and autonomous learners.

The implementation of project-based learning was an effective teaching strategy since it helped students learn more vocabulary necessary for learning English. Despite the problems that the students encountered during the stages of planning and summing, they were able to face them from there. This is because they felt more at comfortable executing tasks, were more motivated to participate in class, and had significantly more confidence in themselves while sharing with others during English-speaking activities.

9. Recommendations

Teachers should continually assess their students to identify their vulnerabilities, particularly in the area of vocabulary. It's crucial to remember that every learner has different limitations. Therefore, it is important to look for, modify, and implement appropriate methods and activities in vocabulary lessons to address students' issues.

Teachers should work most of the time with project-based learning in order to increase students' vocabulary in all aspects properly. This kind of projects challenge students to work individually and cooperate while building self-esteem, develops their cognitive ability, eliminates the fear of failing and encourage students to use the words learned while they take pleasure of the English learning.

Teachers should employ the project-based learning method in their classes since it allows students to practice and expand their vocabulary knowledge. Furthermore, the use of PBL helps students to be independent learners and take the lead in the learning process, reducing the need for regular teacher assistance. In addition, learners can then construct their own knowledge in this manner.

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11. Annexes

Annex 1: Informe de pertinencia y coherencia

Loja, 4 de mayo del 2022

Lic. Mg. Sc.

Adriana Elizabeth Cango Patiño

DOCENTE DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Para los fines pertinentes, me permito informar que luego de haber revisado el proyecto de tesis denominado **Project-Based Learning and Increasing Vocabulary among Second Year Students at a Public High School in Loja City during 2021-2022 School Year** a cargo de **Leidy Nathaly Criollo Rios**, en el que se ha podido evidenciar que la autora ha incorporado todas las sugerencias y observaciones. Por lo tanto, se emite el informe favorable en cuanto a la Estructura, Coherencia y Pertinencia, puesto que cumple con los elementos establecidos en el Art. 226 del Reglamento de Régimen Académico de la Universidad Nacional de Loja.

Digitally signed by ADRIANA ELIZABETH
CANGO PATINO
Date: 2022.05.04 09:58:40 COT
Reason: firma

Mg. Sc. Adriana Elizabeth Cango Patiño,
**DOCENTE CARRERA DE PEDAGOGÍA DE LOS
IDIOMAS NACIONALES Y EXTRANJEROS**

Annex 2: Directora de trabajo curricular y sustento de Tesis



FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
CARRERA DE IDIOMA INGLÉS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

O fc.168-DC.II/PINE-NG-AEAC-UNL

Loja, mayo 5 del 2022

Licenciada M.Sc.

Adriana Elizabeth Cango Patiño,

DOCENTE DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS DE LA FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN DE LA UNIVERSIDAD NACIONAL DE LOJA;

Ciudad

De mis consideraciones:

De conformidad con el Art.228 del Reglamento de Régimen Académico de la Universidad Nacional de Loja, me permito designarle **DIRECTORA** del Trabajo de Integración intitulado: **PROJECT-BASED LEARNING AND INCREASING VOCABULARY AMONG SECOND YEAR STUDENTS AT A PUBLIC HIGH SCHOOL IN LOJA CITY DURING 2021- 2022 SCHOOL YEAR**, de autoría de **LEIDY NATHALY CRIOLLO RIOS**, estudiante del Ciclo 8 de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Facultad de la Educación, el Arte y la Comunicación, correspondiente al período académico Abril 22/2022 – Septiembre 9 /2022.

Aprovecho la ocasión para expresarle los sentimientos de mi especial consideración y estima.

Atentamente,

**EN LOS TESOROS DE LA SABIDURÍA
ESTÁ LA GLORIFICACIÓN DE LA VIDA**



Firmado en Loja el 05/05/2022

**ROSA PAOLA
MORENO
ORDONEZ**

Lcda.M.Sc. Rosa Paola Moreno Ordoñez,
DIRECTORA ACADÉMICA

Elaborado por:

Dra.M.Sc. Nela Agullera Asanza,

ANALISTA DE APOYO A LA GESTIÓN ACADÉMICA

Annex 3: Pretest and Posttest for vocabulary



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
DATA COLLECTION SOURCE: PRE / POSTTEST

Student's code:

Course:

Date:

1. USE (Grammatical functions of words)

a. Complete the sentences. Use the words of the box. (2 p)

See	Walk	Listen	Read
-----	------	--------	------

1. You.....with your ears.

2. She.....with her feet.

3. He.....with his eyes.

4. They..... a book.

2. MEANING (The concept and what items it refers to)

a. Check the correct synonym for the following words. (2 p)

- **Search:** Call..... Exploration..... Short.....
- **Enjoy:** Road..... Tiny..... Fun.....
- **Big:** Large..... Rich..... Lose.....
- **Tired:** Fall..... Sleepy..... Early.....

b. Circle the word that does not belong to the group. (2 p)

- Instagram Facebook Message WhatsApp Gmail
- Nose Ahead Hands Mouth Ears Eyes
- Park Bank Hospital Doctor Library
- Camping Swimming Traveling Jump Cycling

c. Label the pictures. Use the following words: nature, pollution. (1 p)



1.....



2.....

3. FORM (Spelling or written form of words)

a. Unscramble the letters to form correct words related to the internet. (1 p)

• A M I L E

• E R E A S C R H

b) Look at the following words carefully. Circle the word that is correctly spelled.

Remember to choose only one word per chart. (2 p)

- | | | |
|---------|-------|-------|
| • Happy | Happi | Hapy |
| • Funy | Funny | Funni |
| • Gud | Goud | Good |
| • Faat | Fat | Fad |

THANKS FOR YOUR COLLABORATION

PRE AND POST TEST SCORING GUIDE

1. QUESTION 1: USE (2 p)

a. (2 points)

Option	Answer	Score
1	Listen	0,5
2	Walk	0,5
3	See	0,5
4	Read	0,5

2. QUESTION 2: MEANING (5 p)

a. (2 points)

Option	Answer	Score
1	Exploration	0,5
2	Fun	0,5
3	Large	0,5
4	Sleepy	0,5

b. (2 points)

Option	Answer	Score
1	Message	0,5
2	Ahead	0,5
3	Doctor	0,5
4	Jump	0,5

c. (1 point)

Option	Answer	Score
1	Nature	0,5
2	Pollution	0,5

3. QUESTION 3: FORM (3 p)

a. (1 point)

Option	Answer	Score
1	Email	0,5
2	Research	0,5

b. (2 points)

Option	Answer	Score
1	Happy	0,5
2	Funny	0,5
3	Good	0,5
4	Fat	0,5

Annex 4: Semistructured interview for Students



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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS DATA

COLLECTION SOURCE: SEMISTRUCTURED INTERVIEW FOR STUDENTS

Dear student, please answer with sincerity the interview about your learning experience. The information you will provide below will be used only for academic purposes. Your answers will be anonymous and confidential.

Student's code:.....

Date:.....

a. What was your experience working in groups?

.....
.....
.....
.....

b. What were the obstacles that you presented during the process of your project?

.....
.....
.....
.....

c. Can you describe your experience presenting your project in front of the wholeclass?

.....
.....
.....
.....

THANK YOU FOR YOUR COLLABORATION

Annex 5: Field Notes



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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DATA COLLECTION SOURCE: FIELD NOTES

Setting: Individual Observed: Observation #:	Observer Involvement: Date/Time: Place: Duration of Observation:
Descriptive Notes	Reflective Notes

Annex 6. Grading Scale for Student Learning

Qualitative Scale	Quantitative Scale
A = Masters the necessary learning components	9,00 - 10,00
B = Understands the necessary learning components	7,00-8,00
C = Almost reaches the necessary learning components	4.01 - 6,99
D = Does not reach the necessary learning components	≤ 4

Annex 7: Lesson Plans

LESSON PLAN 1

Class: 2 nd BGU “D” Nº Students: 15	School year: 2021-2022
Language Level: B1.1	Topic: Pre- test vocabulary
Date: May 9th, 2022	Type of institution: Public Institution
Teacher Student: Leidy Nathaly Criollo Rios	Schedule: 14h20 – 15h00 (1 period) Time per lesson: 40 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> • Pre- test administration. 	- Pre-test
Warm-up and Objective Discussion	
Teacher presents the objectives of the class to measure students’ knowledge about vocabulary. Tell the importance of vocabulary for English language learning.	
Instruct(Teach) and Model	
Teacher explains to students what the test will be about and how students need to fill it.	
Model	
Guided Practice	
Independent practice	
Assessment	

Annexes:



UNIVERSIDAD NACIONAL DE LOJA

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DATA COLLECTION SOURCE: PRE / POSTTEST

Student's code:

Course:

Date:

2. USE (Grammatical functions of words)

a. Complete the sentences. Use the words of the box. (2 p)

See	Walk	Listen	Read
-----	------	--------	------

5. You.....with your ears.

6. She.....with her feet.

7. He.....with his eyes.

8. They..... a book.

4. MEANING (The concept and what items it refers to)

a. Check the correct synonym for the following words. (2 p)

- **Search:** Call..... Exploration..... Short.....
- **Enjoy:** Road..... Tiny..... Fun.....
- **Big:** Large..... Rich..... Lose.....
- **Tired:** Fall..... Sleepy..... Early.....

b. Circle the word that does not belong to the group. (2 p)

- Instagram Facebook Message WhatsApp Gmail
- Nose Ahead Hands Mouth Ears Eyes
- Park Bank Hospital Doctor Library
- Camping Swimming Traveling Jump Cycling

c. Label the pictures. Use the following words: nature, pollution. (1 p)



1.....



2.....

3. FORM (Spelling or written form of words)

a. Unscramble the letters to form correct words related to the internet. (1 p)

• A M I L E

• E R E A S C R H

b) Look at the following words carefully. Circle the word that is correctly spelled.

Remember to choose only one word per chart. (2 p)

• Happy Happi Hapy

• Funy Funny Funni

• Gud Goud Good

• Faat Fat Fad

THANKS FOR YOUR COLLABORATION

LESSON PLAN 2

Class: 2 nd BGU “D” Nº Students: 15	School year: 2021-2022
Language Level: B1.1	Topic: Zero Conditional (Affirmative sentences) and Vocabulary (Fantasy)
Date: May 10th, 2022	Type of institution: Public Institution
Teacher Student: Leidy Nathaly Criollo Rios	Schedule: 13h00 – 14h20 (2 periods) Time per lesson: 40 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> • To identify the most common terms related to fantasy. • To talk about facts which are generally true or scientific facts. 	<ul style="list-style-type: none"> - English book - Whiteboard - Markers - Worksheet
Warm-up and Objective Discussion	
<p>The teacher selects five students to stand at the front of the room and act out a word from the list about fantasy (no speaking allowed), for example: “a fairy, dragon”. The rest of the class must then guess what the student is attempting to portray. Then, the teacher presents the objective of the class to increase student’s vocabulary knowledge related to fantasy to talk about facts which are generally true or scientific facts.</p>	
Instruct(Teach) and Model	
<p>Instruct (explain) Shows pictures related to vocabulary of “Fantasy”. Explain the meaning of each word Explains the grammatical structure, use (a condition and a result.) of zero conditional in affirmative sentences using different colored markers to distinguish between the main and the secondary clause.</p>	

Emphasizes that for both the condition and the result part of the sentence it is necessary to use present simple.

Explains with 3 or 4 examples using the vocabulary of the flashcards to be clearer.

Ask students to research about “needle holder” for the next class.

Model

Hand out a paragraph and ask students where the zero conditional is. Give the students time to read each statement of the paragraph. Ask how many sentences with zero conditional it has. Ask students to identify the condition and the result of each sentence.

Guided Practice

Give the students two flashcards of two items that you want them to compare. Tell them that in pairs they are going to write sentences using the zero conditional. Ask two students to come up with the list of the sentences of the two flashcards. Ask students to write them in the whiteboard in order to check with the class and clarifies any misinterpretation that students have.

Less-Guided Practice

Put the students into groups and ask them to make a group discussion about real conditions and results about the environmental problems. Have them think of those real conditions and results. Give them 10 minutes to write their sentences using the zero conditional. Have each group present their sentences at the end of the activity.

Independent practice

Place each group of students in a corner of the classroom.

Give students ten minutes to organize their information.

Students write their sentences in a piece of paper.

The representative member of each group goes to the front of the class and present their sentences.

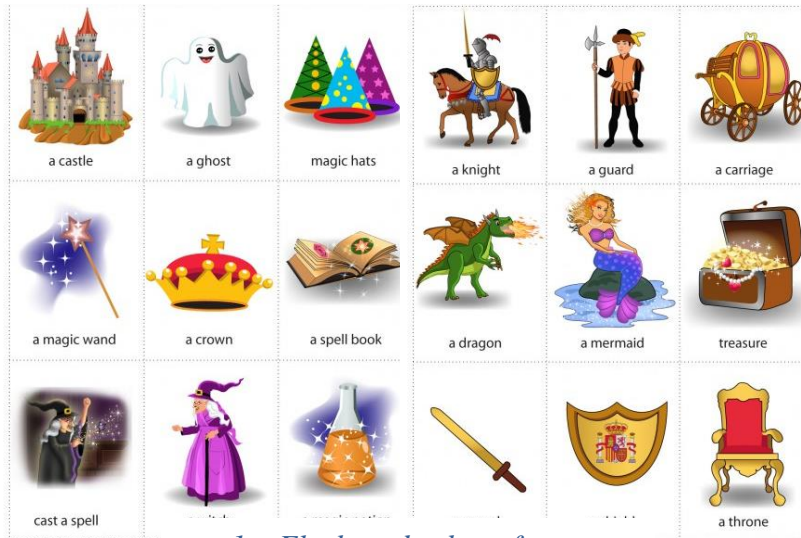
Assessment

Students vote anonymously for the best group who that talk about the consistent and real things about the environment.

The activity (piece of paper) will be assessed based on the correct use of the zero

conditional (form, meaning and use).

Annexes:



1. Flashcards about fantasy

2. Paragraph with zero conditional

Zero Conditional Homework

Today in class, my daughter learned that if you mixed yellow and blue you make green. Then she told me about a science experiment she did, she learned that water melts when it's heated at 100 degrees. She is learning so much! She's growing up so quickly. This morning, I was almost late for work I really don't want to be late for work because my boss told me that if I am late for work again, I instantly lose my job. It was such a stressful day at work, so now I am going to meet my friend at a park and go for a walk. I want to wear perfume, but I can't because if I wear perfume, I have reactions to it and I start sneezing. When I got home from work today, I realised how cold it was, so I turned on the radiator to warm up. But, if I have it on for too long, it will cost me too much. So, I only had it on for an hour. Tomorrow I am going to cut my hair, I want to dye my hair blue, but I once heard that dyeing your hair damages it. So, I often worry about it, my friends told me that if you dye my hair too much, it falls out.

LESSON PLAN 3

Class: 2 nd BGU “D” Nº Students: 15	School year: 2021-2022
Language Level: B1.1	Topic: Zero Conditional (Negative sentences) and Vocabulary (recycle materials)
Date: May 13th, 2022	Type of institution: Public Institution
Teacher Student: Leidy Nathaly Criollo Rios	Schedule: 13h00 – 14h20 (2 periods) Time per lesson: 40 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> • To identify the most common terms related to recycle materials. • To talk about facts which are generally true or scientific facts. 	<ul style="list-style-type: none"> - English book - Whiteboard - Markers - Worksheet
Warm-up and Objective Discussion	
<p>Teacher writes different sentences on the board in a random order. Students are divided into groups of 5 and have to unscramble the words, they can write it or say it out loud. The first group to guess one of the sentences right wins the round. Then, the teacher presents the objective of the class to increase student’s vocabulary knowledge related to recycle materials to talk about facts which are generally true or scientific facts.</p>	
Instruct(Teach) and Model	
<p>Instruct (explain)</p> <p>Shows pictures related to vocabulary of “recycle materials”.</p> <p>Explain the meaning of each word</p> <p>Explains the grammatical structure, use (a condition and a result.) of zero conditional in negative sentences using different colored markers to distinguish between the main and the secondary clause.</p>	

Emphasizes that for both the condition and the result part of the sentence it is necessary to use present simple.

Model

The teacher writes some examples using the vocabulary using the flashcards to be clearer. Give the students time to read each statement of the example. Ask students to identify the condition and the result of each sentence.

Guided Practice

Learners are divided into two equal-sized groups and invited to form two circles, an inner circle and an outer circle, so that each learner is facing a partner.

Each pair practices their positive and negative sentences (one student says a positive sentence and its partner need to change the sentence into negative) then, on the teacher's signal, all the outer circle learners move one place to their right and form new pairs. The new partners repeat the task.

Less-Guided Practice

Students write their own examples in their notebook. Ask they to read their examples aloud. Divide the students into pairs to start working on the project called "needle holder", ask them to choose their roles and organize themselves to know how they are going to develop the project.

Independent practice

Students write their examples in the whiteboard.

Students check theirs sentences with the teacher and clarifies any misinterpretation that students have.

Some students read the examples from the whiteboard.

Assessment

Students complete the worksheet about zero conditional in negative sentences.

Ask students to bring the material of the "needle holder" for the next class"

Annexes:



1 Flashcards recycle materials

Complete the zero conditionals with the correct form of the verb in present simple negative. Do NOT use the contracted form, write the long form.

1-If I (be) late for class, my teacher (get) angry.

2-If she (study) hard, she (get) good grades.

3-If he (be) happy, he (smile) .

4-If my brother (be) sad, he (cry) .

5-If it (be) hot, the ice cream (melt) .

3. Worksheet with zero conditional



2. "Needle holder with recycle materials"

LESSON PLAN 4

Class: 2 nd BGU “D” Nº Students: 15	School year: 2021-2022
Language Level: B1.1	Topic: Zero Conditional (Interrogative sentences)
Date: May 16th, 2022	Type of institution: Public Institution
Teacher Student: Leidy Nathaly Criollo Rios	Schedule: 14h20 – 15h00 (1 period) Time per lesson: 40 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> To ask about facts which are generally true or scientific facts. 	<ul style="list-style-type: none"> English book Whiteboard Markers
Warm-up and Objective Discussion	
<p>Teacher divides students into different groups, each group is given a different colored marker. After that, teacher divides the whiteboard so that all groups can fit in. After that, teacher writes “Needle holder” at the top of the board and students need to write down words related to the topic. Each team wins a point for each correct word. Then, the teacher presents the objective of the class to talk about facts which are generally true or scientific facts.</p>	
Instruct(Teach) and Model	
<p>Instruct (explain)</p> <p>Explains the grammatical structure, use (a condition and a result.) of zero conditional in interrogative sentences using different colored markers to distinguish between the main and the secondary clause.</p> <p>Explains with 3 or 4 examples more to be clearer.</p> <p>Model</p> <p>Teacher writes three examples in the whiteboard with mistakes. Give the students the</p>	

time to read each sentence. Ask how many mistakes these sentences have. Ask students to come to the board and help correct them.
Guided Practice
Students create some examples with the teacher to be more explicit and to clarify any misperception that they may have. Less-Guided Practice Students write their own examples in their notebook. Ask they to read their examples aloud. ask students to pair up to start working on the project “Needle holder with recycle materials”
Independent practice
The students first view a video, then after understanding it, they start working. They are then required to list the tools they used and the steps they took throughout the entire process.
Assessment
The project's progress will be assessed for this class.

Annexes:



1. “Needle holder” with recycle materials

LESSON PLAN 5

Class: 2 nd BGU “D” Nº Students: 15	School year: 2021-2022
Language Level: B1.1	Topic: Past Perfect Tense (Affirmative sentences) and Vocabulary (Appeal of Traditions)
Date: May 17th, 2022	Type of institution: Public Institution
Teacher Student: Leidy Nathaly Criollo Rios	Schedule: 13h00 – 14h20 (2 periods) Time per lesson: 40 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> • To identify the most common terms related to traditions. • To describe events occurring in the past that are linked to a later time, usually the present. 	<ul style="list-style-type: none"> - English book - Whiteboard - Markers - Worksheet
Warm-up and Objective Discussion	
<p>Teacher explains the rules of the game and asks the students to participate actively during the game. The teacher is going to write words on the board related to places (e.g. parade, crops, livestock, spring, beast) and the students have to say letter by letter until they guess the word written. Then, the teacher presents the objective of the class to increase student’s vocabulary knowledge related to traditions to describe events occurring in the past that are linked to a later time, usually the present.</p>	
Instruct(Teach) and Model	
<p>Instruct (explain)</p> <p>Shows pictures related to vocabulary of “Traditions”.</p> <p>Explain the meaning and its pronunciation of each word</p> <p>Teacher explains the structure and usage of “Past Perfect tense” tense (affirmative sentences) in the board.</p>	

Emphasizes that the Past Perfect tense in English is composed of two parts: the past tense of the verb to have (had) + the past participle of the main verb.

Explains with 3 or 4 examples using the vocabulary of the flashcards to be clearer.

Model

The teacher writes some examples using the vocabulary using the flashcards to be clearer. Give the students time to read each statement of the example. Ask students to identify the past participle of the main verb of each sentence.

Guided Practice

Students repeat the pronunciation of the new vocabulary. Each student read one sentence from the whiteboard.

Less-Guided Practice

Give students 10 minutes to write their own examples in the notebook, until finish they read their own sentences in front of the class. Students check their sentences with the teacher and clarifies any misinterpretation that students have.

Independent practice

Have the students complete the worksheet about Past perfect tense in affirmative sentences.

Assessment

The worksheet will be assessed based on the correct use of the past perfect tense (form, meaning and use).

Annexes:



1. Flashcards about traditions

Past Perfect Tense

Fill in the blank spaces using past perfect tense.

1. The race _____ (already/finish) by the time the last person arrived.
2. Steve had a gold medal because he _____ (win) the marathon.
3. Maria fed her dog after she _____ (walk) her dog in the evening.
4. Uncle Sam bought a new motorbike after he _____ (ride) it a few times.
5. By the time Alan and Jane had got to the restaurant, everyone _____ (begin) eating.

2. *Past perfect tense worksheet*

LESSON PLAN 6

Class: 2 nd BGU “D” Nº Students: 15	School year: 2021-2022
Language Level: B1.1	Topic: Past perfect tense (Negative sentences) and Vocabulary (traditions)
Date: May 20th, 2022	Type of institution: Public Institution
Teacher Student: Leidy Nathaly Criollo Rios	Schedule: 13h00 – 14h20 (2 periods) Time per lesson: 40 minutes
Lesson Objectives	Resources
<p>Students will be able:</p> <ul style="list-style-type: none"> • To identify the most common terms related to traditions. • To describes events occurring in the past that are linked to a later time, usually the present. 	<ul style="list-style-type: none"> - English book - Whiteboard - Markers - Worksheet
Warm-up and Objective Discussion	
<p>Students form two teams and pass to the board to write as much as possible word related to traditions. The team who has more words is the winner. Then, the teacher presents the objective of the class to increase student’s vocabulary knowledge related to traditions to describe events occurring in the past that are linked to a later time, usually the present.</p>	
Instruct(Teach) and Model	
<p>Instruct (explain) Shows pictures related to vocabulary of “Traditions”. Explain the meaning of each word Emphasizes that the Past Perfect tense in English is composed of two parts: the past tense of the verb to have (had) + the past participle of the main verb. Explains with 3 or 4 examples using the vocabulary of the flashcards to be clearer.</p> <p>Model The teacher writes some examples using the vocabulary using the flashcards to be clearer. Give the students time to read each statement of the example. Ask students to</p>	

identify the past participle of the main verb.

Guided Practice

Learners are divided into two equal-sized groups and invited to form two circles, an inner circle and an outer circle, so that each learner is facing a partner.

Each pair practices their positive and negative sentences (one student says a positive sentence and its partner need to change the sentence into negative) then, on the teacher's signal, all the outer circle learners move one place to their right and form new pairs. The new partners repeat the task.

Less-Guided Practice

Students write their own examples in their notebook. Ask they to read their examples aloud. Divide the students into their pairs to continue working on the project called "needle holder with recycle materials".

Independent practice

Students write their examples in the whiteboard.

Students check theirs sentences with the teacher and clarifies any misinterpretation that students have.

Some students read the examples from the whiteboard.

Assessment

Students complete the worksheet about past perfect in negative sentences.

Annexes:

1. Flashcards about traditions



2 Worksheet about past perfect

Past Perfect — Negative

Put in the verbs in brackets into the gaps to make **negative sentences**.
Use the Past Perfect.

1. Sam _____ German before he decided to move to Germany.
(*not / to study*)
2. I _____ all the dishes before my mother entered the kitchen.
(*not / to wash*)
3. They _____ the book by 5 o'clock. (*not / to copy*)
4. He said that he _____ the cake. (*not / to buy*)
5. She wrote that she _____ the competition. (*not / to win*)
6. I remembered that I _____ the front gate. (*not / to close*)

3. “Needle holder with recycle materials”



LESSON PLAN 7

Class: 2 nd BGU “D” Nº Students: 15	School year: 2021-2022
Language Level: B1.1	Topic: Present continuous (Affirmative sentences) and Vocabulary (Old times and modern world)
Date: May 24th, 2022	Type of institution: Public Institution
Teacher Student: Leidy Nathaly Criollo Rios	Schedule: 13h00 – 14h20 (2 periods) Time per lesson: 40 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> • To identify the most common terms related to old times and modern world. • To talk about an ongoing action is happening now, either at the moment of speech or now in a larger sense. 	<ul style="list-style-type: none"> - English book - Whiteboard - Markers - Worksheet
Warm-up and Objective Discussion	
<p>The teacher selects five students to stand at the front of the room and act out a word from the list about old times and modern world (no speaking allowed), for example: “landslide, storm”. The rest of the class must then guess what the student is attempting to portray. Then, the teacher presents the objective of the class to increase student’s vocabulary knowledge related to old times and modern world to show that an ongoing action is happening now, either at the moment of speech or now in a larger sense.</p>	
Instruct(Teach) and Model	
<p>Instruct (explain)</p> <p>Shows pictures related to vocabulary of “Old times and modern world”.</p> <p>Explain the meaning of each word</p> <p>Emphasizes that the structure of the present continuous is subject + auxiliary verb BE + main verb-ing + complement.</p>	

Explains with 3 or 4 examples using the vocabulary of the flashcards to be clearer.

Model

The teacher writes some examples using the vocabulary using the flashcards to be clearer. Give the students time to read each statement of the example. Ask students to identify the verb TO BE and the main verb with ING.

Guided Practice

Students repeat the pronunciation of the new vocabulary. Each student read one sentence from the whiteboard.

Less-Guided Practice

Give students 10 minutes to write their own examples in the notebook, until finish they read their own sentences in front of the class. Students check theirs sentences with the teacher and clarifies any misinterpretation that students have.

Independent practice

Students write their examples in the whiteboard.

Students check theirs sentences with the teacher and clarifies any misinterpretation that students have.

Some students read the examples from the whiteboard.

Assessment

Students complete the worksheet using the present continuous in affirmative sentences.

Annexes:



1. Flashcards about old times and modern world

Vocabulary.

Match the words to the pictures.

drought earthquake flood forest fire lightning
mudslide rain snow thunder wind

1 lightning 2 3 4 5
6 a 7 a 8 a 9 an 10 a

2. Worksheet about present continuous

Complete the text with the words below. There is one extra word.

drought flood forest fire lightning rain rain winds

When there isn't much ¹ rain _____ in an area for a long period of time, we can say that it is suffering from a ² _____. In areas with a lot of trees, such as the Pampas region in Argentina, this can cause a ³ _____. Another cause of fire is a dry thunderstorm without any ⁴ _____. When ⁵ _____ strikes and strong ⁶ _____ blow across the land, the risk of a fire increases. Firefighters must be vigilant and stop fires before they spread.

LESSON PLAN 8

Class: 2 nd BGU “D” Nº Students: 15	School year: 2021-2022
Language Level: B1.1	Topic: Present continuous (Negative sentences) and Vocabulary (holidays)
Date: May 27th, 2022	Type of institution: Public Institution
Teacher Student: Leidy Nathaly Criollo Rios	Schedule: 13h00 – 14h20 (2 periods) Time per lesson: 40 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> • To identify the most common terms related to holidays. • To deny situations that are going on around the moment of speaking. 	<ul style="list-style-type: none"> - English book - Whiteboard - Markers - Worksheet
Warm-up and Objective Discussion	
<p>Students are given a piece of paper with two pictures; they have to find the differences between them and circle them. Students check their answers with the teacher by mentioning what they found. Then, the teacher presents the objective of the class to increase student’s vocabulary knowledge of holidays to deny situations that are going on around the moment of speaking.</p>	
Instruct(Teach) and Model	
<p>Instruct (explain) Shows pictures related to vocabulary of “Holidays”. Explain the meaning of each word Emphasizes that the structure of the present continuous is subject + auxiliary verb BE + not + main verb-ing + complement. Explains with 3 or 4 examples using the vocabulary of the flashcards to be clearer.</p> <p>Model The teacher writes some examples using the vocabulary using the flashcards to be clearer. Give the students time to read each statement of the example. Ask students to</p>	

identify the verb TO BE and the main verb with ING.

Guided Practice

Learners are divided into two equal-sized groups and invited to form two circles, an inner circle and an outer circle, so that each learner is facing a partner.

Each pair practices their positive and negative sentences (one student says a positive sentence and its partner need to change the sentence into negative) then, on the teacher's signal, all the outer circle learners move one place to their right and form new pairs. The new partners repeat the task.

Less-Guided Practice

Students write their own examples in their notebook. Ask they to read their examples aloud. Divide the students into their pairs to present their first draft of the project.

Students will finish the project called "needle holder with recycle materials" to present the next week.

Independent practice

Students write their examples in the whiteboard.

Students check theirs sentences with the teacher and clarifies any misinterpretation that students have. Some students read the examples from the whiteboard.

Assessment

Students complete the worksheet using the present continuous in negative sentences.








Annexes:



1. Flashcards about holidays

Date: _____
 Topic: **Present Continuous:
 Negatives**

Look and write the correct form of the verb

1		2		3		4	
5		6		7		8	

1 clean He _____ his room now.
 2 smile The babies _____ now. They're crying.
 3 dance She _____ now. She's singing.
 4 play The boys _____ soccer now.
 5 do My dad _____ the dishes now. He's cooking.
 6 like He _____ apples. He likes grapes.
 7 play _____ she _____ music every day? Yes, she does.
 8 surf _____ they _____ the Internet every day? Yes, they do.



3. "Needle holder with recycle materials"

2. Worksheet about present continuous

LESSON PLAN 9

Class: 2 nd BGU “D” Nº Students: 15	School year: 2021-2022
Language Level: B1.1	Topic: Present Continuous (Interrogative sentences)
Date: May 30th, 2022	Type of institution: Public Institution
Teacher Student: Leidy Nathaly Criollo Rios	Schedule: 14h20 – 15h00 (1 period) Time per lesson: 40 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> To ask about facts which are generally true or scientific facts. 	<ul style="list-style-type: none"> English book Whiteboard Markers
Warm-up and Objective Discussion	
<p>Students form two teams and pass to the board to write as much as possible word related to holidays. The team who has more words is the winner. Then, the teacher presents the objective of the class to talk about facts which are generally true or scientific facts.</p>	
Instruct(Teach) and Model	
<p>Instruct (explain) Explains the grammatical structure, use (a condition and a result.) of zero conditional in interrogative sentences using different colored markers to distinguish between the main and the secondary clause. Explains with 3 or 4 examples to be clearer.</p> <p>Model Teacher writes three example in the whiteboard with mistakes. Give the students the time to read each sentence. Ask how many mistakes these sentences have. Ask students to come to the board and help correct them.</p>	
Guided Practice	
<p>Students create some examples with the teacher to be more explicit and to clarify any misperception that they may have.</p>	

Less-Guided Practice
Students write their own examples in their notebook. Ask them to read their examples aloud.
Independent practice
Students check their sentences with the teacher and clarify any misinterpretation that students have. Some students read the examples from the whiteboard.
Assessment
Students complete the worksheet using the present continuous in interrogative sentences.

Annexes:

NAME:.....

CLASS:.....

.....

DATE:

Write the interrogative form of the sentences

Example:	
<i>Kelly is singing.</i>	
<u>Is Kelly singing?</u>	
1. <i>One Eye is sleeping.</i>	6. <i>Cole the mole is drinking milk.</i>
.....
2. <i>We are reading.</i>	7. <i>Mr Albert is wearing a hat.</i>
.....
3. <i>Fiona is swimming.</i>	8. <i>You are writing a story.</i>
.....
4. <i>Easel is eating cheese.</i>	9. <i>The children are playing.</i>
.....
5. <i>The pirates are sailing to China.</i>	10. <i>The dragon is flying.</i>

3. Worksheet about Present continuous

LESSON PLAN 10

Class: 2 nd BGU “D” Nº Students: 15	School year: 2021-2022
Language Level: B1.1	Topic: Collocations related to sports and exercises (play ,do ,go) and Vocabulary (sports and exercises)
Date: May 31 st , 2022	Type of institution: Public Institution
Teacher Student: Leidy Nathaly Criollo Rios	Schedule: 13h00 – 14h20 (2 periods) Time per lesson: 40 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> • To identify the most common terms related to sports and exercises. • To apply the correct collocations related to sports and exercises to be healthy and to use it in context. 	<ul style="list-style-type: none"> - English book - Whiteboard - Markers - Worksheet
Warm-up and Objective Discussion	
<p>The teacher has a ball on his hands and says I know 5 names of sports. Once he says that throws the ball to one student and that student throws to another one. The game continues until the first 5 students have said a sport. After that the ball returns to the teacher and other 5 students do the same activity. The activity ends when all students participate. Then, the teacher presents the objective of the class to increase student’s vocabulary knowledge of sports and exercises to apply the correct collocations related to sports and exercises to be healthy and to use it in context.</p>	
Instruct(Teach) and Model	
<p>Instruct (explain) Shows pictures related to vocabulary of “sports and exercises”. Explain the meaning of each word Emphasizes that play is used with ball sports or competitive games where we play. Do is used for a recreational activity or a non-team sport that does not use a ball. Go</p>	

is used with activities that end -ing.

Explains with 3 or 4 examples using the vocabulary of the flashcards to be clearer.

Model

The teacher writes some examples using the vocabulary using the flashcards to be clearer. Give the students time to read each statement of the example. Ask students to identify the collocation and the sport of each sentence.

Guided Practice

Students repeat the pronunciation of the new vocabulary. Each student read one sentence from the whiteboard.

Less-Guided Practice

Give students 10 minutes to write their own examples in the notebook, until finish they read their own sentences in front of the class. Students check theirs sentences with the teacher and clarifies any misinterpretation that students have.

Independent practice

Students write their examples in the whiteboard.

Students check theirs sentences with the teacher and clarifies any misinterpretation that students have. Some students read the examples from the whiteboard.

Assessment

Students complete the worksheet using the correct verb (go, do, play) to form meaningful collocations about the topic.

Annexes:



1. Flashcards about sports and exercises

NAME: _____ DATE: _____

GRAMMAR DICTATION

DO / GO / PLAY

- Listen to your teacher and complete these sixteen sentences with: *do, go or play*.

"bowling"



1. We like to go bowling every Saturday.
2. Let's _____ in the park tomorrow.
3. Susan and I want to _____ at the beach.
4. My father loves to _____. He says it keeps him healthy.
5. I _____ with my friends twice a week.
6. Mr. Brown can't _____ because he hurt his foot.

2. *Worksheet about sports and exercises*

LESSON PLAN 11

Class: 2 nd BGU “D” Nº Students: 15	School year: 2021-2022
Language Level: B1.1	Topic: Vocabulary (adjectives to describe places and prepositions of place)
Date: June 03 rd , 2022	Type of institution: Public Institution
Teacher Student: Leidy Nathaly Criollo Rios	Schedule: 13h00 – 14h20 (2 periods) Time per lesson: 40 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> • To describe specific vocabulary related to how to describe places, using adjectives as well as the right prepositions. 	<ul style="list-style-type: none"> - English book - Whiteboard - Markers - Worksheet
Warm-up and Objective Discussion	
<p>Students participate collaboratively in order to form the part of the body word by using all the words shown in the flashcards. Then, the teacher presents the objective of the class to increase student’s vocabulary knowledge of adjectives to describe specific vocabulary related to how to describe places, using adjectives as well as the right prepositions.</p>	
Instruct(Teach) and Model	
<p>Instruct (explain)</p> <p>Shows pictures related to vocabulary of “adjectives and prepositions of place”.</p> <p>Explain the meaning of each word</p> <p>Emphasizes that an adjective is a word that describes the traits, qualities, or number of a noun. Also some prepositions like “At” is a preposition of place which is used to discuss a certain point. “In” is a preposition of place which is used to discuss an enclosed space. “On” is a preposition of time which is used to discuss a surface.</p> <p>Explains with 3 or 4 examples using the vocabulary of the flashcards to be clearer.</p> <p>Model</p> <p>The teacher writes some examples using the vocabulary using the flashcards to be</p>	

clearer. Give the students time to read each statement of the example. Ask students to identify the adjective and the preposition of place.

Guided Practice

Students repeat the pronunciation of the new vocabulary. Each student read one sentence from the whiteboard.

Less-Guided Practice

Give students 10 minutes to write their own examples in the notebook, until finish they read their own sentences in front of the class. Students check theirs sentences with the teacher and clarifies any misinterpretation that students have.

Independent practice

Students write their examples in the whiteboard.

Students check theirs sentences with the teacher and clarifies any misinterpretation that students have. Some students read the examples from the whiteboard. Learners present their project called “needle holder with recycle material” in front of the class giving the process that they follow and the materials that they use.

Assessment

Students complete the worksheet about adjectives to describe a place and prepositions.

Annexes:



Adjectives to Describe a Place

○ Beautiful	○ Exciting	○ Touristy
○ Boring	○ Rushy	○ Valuable
○ Bustling	○ Expensive	○ Heart touching
○ Charming	○ Rare	○ Catchy
○ Contemporary	○ Unique	○ Ghostly
○ Compact	○ Famous	○ Heaven
○ Vast	○ Fantastic	○ Hell
○ Notorious	○ Huge	○ Marvelous
○ Amazing	○ Fascinating	○ Ruined
○ Suitable	○ Lively	○ Devastated
○ Perfect	○ Inexpensive	○ Moisty
○ Cosmopolitan	○ Popular	○ Cold

LEARN ENGLISH WITH HARRY

English Adjectives


Places

- **cosmopolitan**
full of people, restaurants, shops from different countries
- **touristy**
full of tourists and things for tourists to buy and do (usually negative)
www.englishlessonsviaskype.com
- **polluted**
air and/or water are dirty and dangerous to people's health
www.englishlessonsviaskype.com
- **vibrant**
full of energy and life
- **deserted**
where few or no people now live
www.englishlessonsviaskype.com
- **thriving**
www.englishlessonsviaskype.com

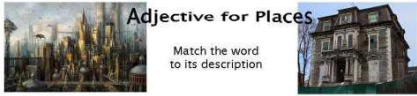


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- **stunning**
something absolutely beautiful
- **medieval**
related to the Middle Ages, a period in European history from 5th to 15th century



1. Flashcards adjectives of place



- | | |
|-------------------|-------------------------------|
| 1. Dark | a. to have no or little noise |
| 2. Light | b. to be very happy |
| 3. Crowded | c. to be real to life |
| 4. Empty | d. to be from the past |
| 5. Loud | e. to have lots of color |
| 6. Silent | f. to have a lot of light |
| 7. Peaceful | g. to be scary or strange |
| 8. Cheerful | h. to have few or no people |
| 9. Gloomy | i. to have lots of noise |
| 10. Creepy | j. to be current to the time |
| 11. Realistic | k. to have little light |
| 12. Fanciful | l. to be from the future |
| 13. Modern | m. to be very sad |
| 14. Old-Fashioned | n. to be fake or fantasy |
| 15. Futuristic | o. to have many people |

2. *Worksheet about present continuous*



3. *“Needle holder with recycle materials”*

LESSON PLAN 12

Class: 2 nd BGU “D” Nº Students: 15	School year: 2021-2022
Language Level: B1.1	Topic: Vocabulary (shopping and buying gifts)
Date: June 06 th , 2022	Type of institution: Public Institution
Teacher Student: Leidy Nathaly Criollo Rios	Schedule: 14h20 – 15h00 (1 period) Time per lesson: 40 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> To define specific vocabulary related to shopping, and buying gifts when you are traveling. 	<ul style="list-style-type: none"> - English book - Whiteboard - Markers - Worksheet
Warm-up and Objective Discussion	
<p>The teacher gives each student a number and will select a topic and name one item from a chosen category such as shopping, gifts. After that, the teacher tosses a ball to a student, when the teacher calls out a number, the student must say another item in the same category. Then, the teacher presents the objective of the class to increase student’s vocabulary knowledge to define specific vocabulary related to shopping, and buying gifts when you are traveling.</p>	
Instruct(Teach) and Model	
<p>Instruct (explain) Shows pictures related to vocabulary of “shopping, and buying gifts”. Explain the meaning of each word. Explains with 3 or 4 examples using the vocabulary of the flashcards to be clearer. Ask students to research how to “keep a diary” for the next class, and explain that it is the new project for the next weeks.</p> <p>Model The teacher writes some examples using the vocabulary using the flashcards to be clearer. Give the students time to read each statement of the example. Ask students to</p>	

identify the adjective and the preposition of place.

Guided Practice

Give the students two flashcards of two items that you want them to compare. Tell them that in pairs they are going to write sentences using the shopping vocabulary. Ask two students to come up with the list of the sentences of the two flashcards. Ask students to write them in the whiteboard in order to check with the class and clarifies any misinterpretation that students have.

Less-Guided Practice

Give students 10 minutes to write their own examples in the notebook, until finish they read their own sentences in front of the class. Students check theirs sentences with the teacher and clarifies any misinterpretation that students have.

Independent practice

Students write their examples in the whiteboard. Students check theirs sentences with the teacher and clarifies any misinterpretation that students have. Some students read the examples from the whiteboard.

Assessment

Students complete the worksheet using the vocabulary about shopping and buying gifts.

Annexes:



Shopping Vocabulary

- **Window shopping**
Looking at items on sale, not buying
- **In cash/ by card**
Use cash or credit card to purchase smt
- **Spend money on something**
Use money to buy smt or pay smt
- **A receipt**
Paper proof of a purchase
- **Grocery shopping**
Shopping for food items
- **Retail therapy**
The act of shopping in order to feel better
- **What a bargain?**
Buy smt for much less than normal
- **A bargain**
Excellent value for an item or purchase
- **A good deal**
If smt is a good deal, paid a low price
- **Shop online**
Shop on the internet
- **Do the shopping**
Weekly/ monthly shopping
- **Shop around**
- **A shopaholic**
Someone who loves shopping
- **Outlet mall**
Both have many stores in one location.
- **Take smt back**
Return an unwanted item to a shop
- **A wallet**
A Money/ card holder
- **Get a refund**
Get money back after returning an item
- **On sale**
For sale at a reduced price
- **Try something on**
Try clothes in a shop before buying them
- **Price tag**
A label showing the price of an article
- **For sale**
Available to buy
- **Go shopping**
Go to shops to buy things
- **Bargain hunting**
Searching for bargains

2. Shopping vocabulary



SHOPPING PICTURE DICTIONARY
Shopping ESL Printable Picture Dictionary Worksheet For Kids

Look Around, Pick Up, Change, Pay By Card, Scan, Put, Pack, Purse, Shopping Bags, Queue, Products, Shoplifting, Forklift Truck, Buy, Labels, Shopwindow

1. Worksheet about shopping and buying gifts



3. "Keep a diary"
project

LESSON PLAN 13

Class: 2 nd BGU “D” Nº Students: 15	School year: 2021-2022
Language Level: B1.1	Topic: Vocabulary (Technological tools in a modern classroom.)
Date: June 07 th , 2022	Type of institution: Public Institution
Teacher Student: Leidy Nathaly Criollo Rios	Schedule: 13h00 – 14h20 (2 periods) Time per lesson: 40 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> • To recognize the correct meaning and use of words related to technological tools in a modern classroom and use them in context. 	<ul style="list-style-type: none"> - English book - Whiteboard - Markers - Worksheet
Warm-up and Objective Discussion	
<p>The teacher divides the class into two groups, with a marker divides the whiteboard in two parts and writes the number of each group. The students make a column and he gives a number to each one. He gives to the first student a marker and asks to all of them to write only one letter in order per each one. Then, he says a word related to the topic; for instance, projector. Once they write the word, the teacher checks if it is right. The group that does it well wins a point. Then, the teacher presents the objective of the class to increase student’s vocabulary knowledge to recognize the correct meaning and use of words related to technological tools in a modern classroom and use them in context.</p>	
Instruct(Teach) and Model	
<p>Instruct (explain)</p> <p>Shows pictures related to vocabulary of “technological tools in a modern classroom.”. Explain the meaning of each word.</p> <p>Explains with 3 or 4 examples using the vocabulary of the flashcards to be clearer.</p> <p>The teacher explains to them how they are going to work with the new "keep a diary" project, pointing out that they are going to talk about her past, present and possible future for this they are going to use all the vocabulary and grammar that they have been taught. Ask students to bring all the materials to start working the next class.</p> <p>Model</p>	

The teacher writes some examples using the vocabulary using the flashcards to be clearer. Give the students time to read each statement of the example. Ask students to identify the new vocabulary.

Guided Practice

Students repeat the pronunciation of the new vocabulary. Each student read one sentence from the whiteboard.

Less-Guided Practice

Give students 10 minutes to write their own examples in the notebook, until finish they read their own sentences in front of the class. Students check theirs sentences with the teacher and clarifies any misinterpretation that students have.

Independent practice

Students write their examples in the whiteboard.

Students check theirs sentences with the teacher and clarifies any misinterpretation that students have. Some students read the examples from the whiteboard.

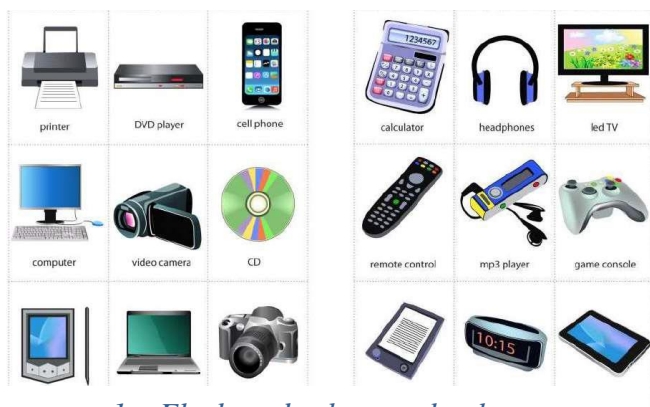
Students make a group discussion to talk about what they found about “keep a diary”

Learners start working on their project called “keep a diary”. Students organize how they will work themselves, where they will start writing and what they will use for this project.

Assessment

Students complete the worksheet about technological tools in a modern classroom.

Annexes:



1. Flashcards about technology

Student's name:

Date:

Class:

1. Answer the questions:

e) Is this a charger? _____



f) Is this a tablet? _____



4. Write. Complete.



a)



b)



c)



d)



e)



f)



g)



h)



i)



j)

- a) It's a calculator.
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____
- g) _____
- h) _____

2. Worksheet about technology



3. "Keep a diary" project

LESSON PLAN 14

Class: 2 nd BGU “D” Nº Students: 15	School year: 2021-2022
Language Level: B1.1	Topic: Vocabulary (Sports and exercises to get fit.)
Date: June 10 th , 2022	Type of institution: Public Institution
Teacher Student: Leidy Nathaly Criollo Rios	Schedule: 13h00 – 14h20 (2 periods) Time per lesson: 40 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> To recognize the meaning, correct spelling of words related to sports and exercises to get fit, identify their grammatical function and use them well in context. 	<ul style="list-style-type: none"> English book Whiteboard Markers Worksheet
Warm-up and Objective Discussion	
<p>The teacher works with the whole class, he says students to stand up and form a circle, then the teacher says a word, and the teacher models how to spell that word. After that, he asks students to say one letter of the word. Students who say a wrong letter returns to their seats. If students do not give a wrong answer teacher gives a new word. The activity finishes when one student is left. Then, the teacher presents the objective of the class to increase student’s vocabulary knowledge to recognize the meaning, correct spelling of words related to sports and exercises to get fit, identify their grammatical function and use them well in context.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Shows pictures related to vocabulary of “Sports and exercises to get fit.”. Explain the meaning of each word. Explains with 3 or 4 examples using the vocabulary of the flashcards to be clearer. Ask students to bring the first draft of their project for the next class.</p> <p>Model The teacher writes some examples using the vocabulary using the flashcards to be</p>	

clearer. Give the students time to read each statement of the example. Ask students to identify the new vocabulary.

Guided Practice

Students repeat the pronunciation of the new vocabulary. Each student read one sentence from the whiteboard.

Less-Guided Practice

Give students 10 minutes to write their own examples in the notebook, until finish they read their own sentences in front of the class. Students check theirs sentences with the teacher and clarifies any misinterpretation that students have.

Independent practice

Students write their examples in the whiteboard.

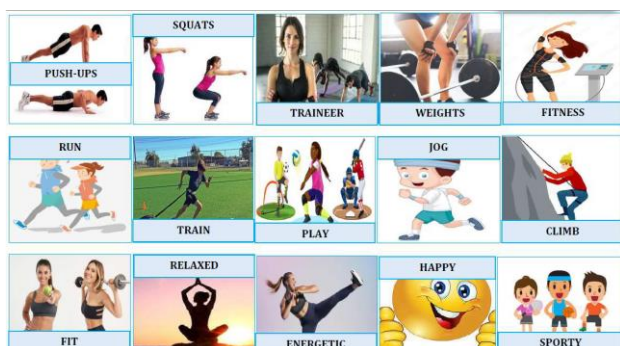
Students check theirs sentences with the teacher and clarifies any misinterpretation that students have. Some students read the examples from the whiteboard.

Students start working on the project called “keep a diary”

Assessment

Students complete the worksheet about sports and exercises to get fit.

Annexes:



1. Flashcards about sports and exercises to get fit.

Student's name:

Date:

Class:

1. Answer the questions:

ORDERING SENTENCES

Instruction: Order the following sentences relates to sports and activities to get fit.

1. every/do/ Friday. /We/squats

2. around/I/run/everyday.

3. love/ to/ be/ I/ ft. Therefore. /go / to/ I/ gym/the/ all afternoons.

4. does/ push-ups/He/ because/ a/ is/ he/ soldier.

5. sports/ train/They/Saturdays /on/.

2. Worksheet about sports and exercises



3. "Keep a diary" project

LESSON PLAN 15

Class: 2 nd BGU “D” Nº Students: 15	School year: 2021-2022
Language Level: B1.1	Topic: Future Simple
Date: June 13 th , 2022	Type of institution: Public Institution
Teacher Student: Leidy Nathaly Criollo Rios	Schedule: 14h20 – 15h00 (1 period) Time per lesson: 40 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> • To talk or predict a future event. 	<ul style="list-style-type: none"> - English book - Whiteboard - Markers - Worksheet
Warm-up and Objective Discussion	
<p>The teacher gives each student a number and will select a topic and name one item from a chosen category such as animals, countries, or jobs. After that, the teacher tosses a ball to a student, when the teacher calls out a number, the student must say another item in the same category. Then, the teacher presents the objective of the class to talk or predict a future event.</p>	
Instruct(Teach) and Model	
<p>Instruct (explain)</p> <p>Explain usage of “Future Simple” that is used to refer to actions or states that begin and end in the future. These events have not happened yet, but will happen sometime in the future.</p> <p>Explains the grammatical structure, subject + will + verb + object.</p> <p>Explains with 3 or 4 examples.</p> <p>Ask students to present the first draft of their project for the next class.</p> <p>Model</p> <p>The teacher writes some examples to be clearer. Give the students time to read each statement of the example. Ask students to identify actions or states that begin and end in the future.</p>	

Guided Practice

Each student read one sentence from the whiteboard.

Less-Guided Practice

Give students 10 minutes to write their own examples in the notebook, until finish they read their own sentences in front of the class. Students check theirs sentences with the teacher and clarifies any misinterpretation that students have.

Independent practice

Students write their examples in the whiteboard.

Students check theirs sentences with the teacher and clarifies any misinterpretation that students have. Some students read the examples from the whiteboard.

Students correct the mistakes from the project called “keep a diary” to keep working on that.

Assessment

Students answer the worksheet with the future simple tense that was explained previously.

Annexes:



1. “Keep a diary” project

Student's name:

Date:

Class:

1. Answer the questions:



Look at the images and complete each sentences using the simple future tense (WILL)

- 1 I _____ a sandwich.
- 2 I _____ a shower.
- 3 I _____ my home.
- 4 I _____ a coffee.
- 5 I _____ soccer.
- 6 I _____ at home.
- 7 I _____ to the gym.

2. Worksheet of future simple

LESSON PLAN 16

Class: 2 nd BGU “D” N^o Students: 15	School year: 2021-2022
Language Level: B1.1	Topic: Daily routines
Date: June 14 th , 2022	Type of institution: Public Institution
Teacher Student: Leidy Nathaly Criollo Rios	Schedule: 13h00 – 14h20 (2 periods) Time per lesson: 40 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> • To talk about and organized and focused activity. 	<ul style="list-style-type: none"> - English book - Whiteboard - Markers - Worksheet
Warm-up and Objective Discussion	
<p>Teacher write some sentences on the board, each with a variety of errors, and challenge learners to spot them in order to get meaningful sentences which contains the vocabulary from the lesson, for example, I wake up, I take a shower. Then, the teacher presents the objective of the class to talk about and organized and focused activity.</p>	
Instruct(Teach) and Model	
<p>Instruct (explain) Shows pictures related to vocabulary of “daily routines” Explain the meaning of each word. Explains with 3 or 4 examples using the vocabulary of the flashcards to be clearer. Ask students to continue working on the project “keep a diary”.</p> <p>Model The teacher writes some examples to be clearer. Give the students time to read each statement of the example. Ask students to identify the daily routine.</p>	
Guided Practice	
<p>Each student read one sentence from the whiteboard. Less-Guided Practice</p>	

Give students 10 minutes to write their own examples in the notebook, until finish they read their own sentences in front of the class. Students check their sentences with the teacher and clarifies any misinterpretation that students have.

Independent practice

Students write their examples in the whiteboard.

Students check their sentences with the teacher and clarifies any misinterpretation that students have. Some students read the examples from the whiteboard.

Students continue working on the project called “keep a diary”

Assessment

Students answer the worksheet with the daily routines that was explained previously.

Annexes:



1. Daily routines flashcards

Student's name:

Date:

Class:

1. Answer the questions:

Daily Routines UTSBANG11_1A

Match words and pictures.

1. Dry my hair.	a		
2. Brush my hair.	b		
3. Go to the bathroom.	c		
4. Take a shower.	d		
5. Eat lunch.	e		
6. Study.	f		
7. Take a bath.	g		
8. Go to bed.	h		
9. Brush my teeth.	i		
10. Get up.			

2. Worksheet of daily routines



3. "Keep a diary" project

LESSON PLAN 17

Class: 2 nd BGU “D” N^o Students: 15	School year: 2021-2022
Language Level: B1.1	Topic: Past Simple with Regular Verbs
Date: June 17 th , 2022	Type of institution: Public Institution
Teacher Student: Leidy Nathaly Criollo Rios	Schedule: 13h00 – 14h20 (2 periods) Time per lesson: 40 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> To describe an action that occurred and was completed in the past. 	<ul style="list-style-type: none"> English book Whiteboard Markers Worksheet
Warm-up and Objective Discussion	
<p>The teacher says that a ship is about to sink and the captain orders students to say related to past simple with regular verbs. For instance, agree. Then, the teacher presents the objective of the class describe an action that occurred and was completed in the past.</p>	
Instruct(Teach) and Model	
<p>Instruct (explain)</p> <p>Shows pictures related to regular verbs by using flashcards. For example, walk, decide, describe.</p> <p>Explain the meaning of each word.</p> <p>Explains with 3 or 4 examples using the vocabulary of the flashcards to be clearer.</p> <p>Ask students to continue working on the project “keep a diary”. Tell them that the next class they are going to present it the next week.</p> <p>Model</p> <p>The teacher writes some examples to be clearer. Give the students time to read each statement of the example. Ask students to identify the regular verbs.</p>	
Guided Practice	

Each student read one sentence from the whiteboard.

Less-Guided Practice

Give students 10 minutes to write their own examples in the notebook, until finish they read their own sentences in front of the class. Students check theirs sentences with the teacher and clarifies any misinterpretation that students have.

Independent practice

Students write their examples in the whiteboard.

Students check theirs sentences with the teacher and clarifies any misinterpretation that students have. Some students read the examples from the whiteboard.

Students continue working on the project called “keep a diary”

Assessment

Students answer the worksheet with the regular verbs that was explained previously.

Annexes:



1. Regular Verbs flashcards

Student's name:

Date:

Class:

1. Answer the questions:



SPELLING RULES:

-ed walk - walked talk - talked answer - answered	-e -id Dance - danced Like - liked Arrive - arrived	Consonant + y -ied → study - studied tidy - tidied carry - carried	vowel + y → -yed play - played enjoy - enjoyed stay - stayed
------------------------------------------------------------	--------------------------------------------------------------	-----------------------------------------------------------------------------	-----------------------------------------------------------------------

Write the past simple of the following verbs in the right place.

close	finish	like	open	prepare	touch	try	want	
stay	enjoy	cook	plan	admit	play	trace	ask	type

2. Worksheet of daily routines



4. "Keep a diary" project

LESSON PLAN 18

Class: 2 nd BGU “D” Nº Students: 15	School year: 2021-2022
Language Level: B1.1	Topic: Post- test vocabulary, interview
Date: June 21 st , 2022	Type of institution: Public Institution
Teacher Student: Leidy Nathaly Criollo Rios	Schedule: 13h00 – 14h20 (2 periods) Time per lesson: 40 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> • Posttest administration. • Interview administration • Presentation of the project “keep a diary” 	<ul style="list-style-type: none"> - Post-test - Interview
Warm-up and Objective Discussion	
<p>Teacher presents the objectives of the class to measure students’ knowledge about vocabulary and to know the students’ perceptions after project-based learning. Tell the importance of vocabulary for English language learning.</p>	
Instruct(Teach) and Model	
<p>Teacher explains to students what the test and the interview will be about and how students need to fill it.</p> <p>Model</p>	
Guided Practice	
Independent practice	
<p>Learners present their project called “keep a dairy” in front of the class explaining what they did.</p>	
Assessment	

Annexes:



1. *“Keep a diary” project*

2. Pre and Posttest for vocabulary



UNIVERSIDAD NACIONAL DE LOJA

**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
DATA COLLECTION SOURCE: PRE / POSTTEST**

Student's code:

Course:

Date:

3. USE (Grammatical functions of words)

a. Complete the sentences. Use the words of the box. (2 p)

See	Walk	Listen	Read
-----	------	--------	------

9. You.....with your ears.

10. She.....with her feet.

11. He.....with his eyes.

12. They..... a book.

5. MEANING (The concept and what items it refers to)

a. Check the correct synonym for the following words. (2 p)

- **Search:** Call..... Exploration..... Short.....
- **Enjoy:** Road..... Tiny..... Fun.....
- **Big:** Large..... Rich..... Lose.....
- **Tired:** Fall..... Sleepy..... Early.....

b. Circle the word that does not belong to the group. (2 p)

- Instagram Facebook Message WhatsApp Gmail
- Nose Ahead Hands Mouth Ears Eyes
- Park Bank Hospital Doctor Library
- Camping Swimming Traveling Jump Cycling

c. Label the pictures. Use the following words: nature, pollution. (1 p)



1.....



2.....

3. FORM (Spelling or written form of words)

a. Unscramble the letters to form correct words related to the internet. (1 p)

- A M I L E
- E R E A S C R H

b) Look at the following words carefully. Circle the word that is correctly spelled.

Remember to choose only one word per chart. (2 p)

- Happy Happi Hapy
- Funy Funny Funni
- Gud Goud Good
- Faat Fat Fad

THANKS FOR YOUR COLLABORATION

3. Semistructured interview for Students



UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS DATA

COLLECTION SOURCE: SEMISTRUCTURED INTERVIEW FOR STUDENTS

Dear student, please answer with sincerity the interview about your learning experience. The information you will provide below will be used only for academic purposes. Your answers will be anonymous and confidential.

Student's code:.....

Date:.....

d. What was your experience working in groups?

.....
.....
.....

e. What were the obstacles that you presented during the process of your project?

.....
.....
.....

f. Can you describe your experience presenting your project in front of the wholeclass?

.....
.....
.....

THANK YOU FOR YOUR COLLABORATION