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Project based learning to develop speaking fluency in B2 level students.

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DEDICATION

I dedicate this work to God, for giving me the wisdom, strength, and health to undertake and complete this research. To my father, Julio Anibal, and my mother, Bertha Guadalupe, whose unwavering support and relentless efforts have always been a source of inspiration. They instilled in me the values of perseverance and integrity, and their sacrifices have borne fruit. I am forever grateful for their constant encouragement to excel both professionally and personally.

To my siblings, Hernán, Fernando, Jacqueline, and Marisol, who have stood by me through every challenge, providing love, support, and camaraderie. Their belief in me has fueled my determination to continue striving for success.

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Lastly, to my school, ISM, and my students, for they continuously challenge me to grow and improve, reminding me every day why I chose this path.

As the poet Khalil Gibran once said, *"Work is love made visible."* This research is not just a culmination of hard work, but a manifestation of love, dedication, and the unwavering support of those who have shaped my journey.

ABSTRACT

The aim of this research is to devise a training proposal utilizing the project-based learning (PBL) approach tailored for students at the B2 level within a high school setting, specifically focusing on the ISM Quito Educational Unit. Given the significance of project-based learning in enhancing student fluency, this proposal seeks to equip first-year high school students with the necessary skills to effectively engage in project-based learning activities. The theoretical foundation of this research is crucial, as it allows for a comparison of different educational approaches. By developing and implementing this proposal, the objective is to enhance the quality of education by ensuring that students understand and can proficiently apply project-based learning methodologies. This is essential to prevent any loss of educational effectiveness.

Furthermore, this research endeavors to identify ways in which pedagogical skills can be enhanced to promote the formative development of both students and teachers. It is imperative to address any decline in the educational process by empowering educators with the knowledge and resources necessary to effectively implement innovative methodologies like project-based learning. In recent years, educators have adapted to new techniques and roles to deliver quality education. However, challenges such as limited resources and knowledge have hindered their ability to provide comprehensive instruction.

This study sheds light on the importance of teacher training in active methodologies like project-based learning, which play a crucial role in facilitating the teaching-learning process.

Keywords: Project-Based Learning - Students Training - Active Methodology - Training Development

RESUMEN

El objetivo de esta investigación es desarrollar una propuesta de capacitación utilizando el enfoque de aprendizaje basado en proyectos (ABP), adaptado para estudiantes de nivel B2 en un entorno escolar, específicamente enfocado en la Unidad Educativa ISM Quito. Dada la importancia del aprendizaje basado en proyectos para mejorar la fluidez de los estudiantes, esta propuesta busca dotar a los estudiantes de primer año de bachillerato con las habilidades necesarias para participar eficazmente en actividades de aprendizaje basado en proyectos. La fundamentación teórica de esta investigación es crucial, ya que permite comparar diferentes enfoques educativos. Al desarrollar e implementar esta propuesta, el objetivo es mejorar la calidad de la educación asegurando que los estudiantes comprendan y puedan aplicar de manera competente las metodologías de aprendizaje basado en proyectos. Esto es esencial para evitar cualquier pérdida de efectividad educativa.

Además, esta investigación se esfuerza por identificar formas en las que se puedan mejorar las habilidades pedagógicas para promover el desarrollo formativo tanto de estudiantes como de profesores. Es imperativo abordar cualquier deterioro en el proceso educativo empoderando a los educadores con el conocimiento y los recursos necesarios para implementar de manera efectiva metodologías innovadoras como el aprendizaje basado en proyectos. En los últimos años, los educadores han adaptado nuevas técnicas y roles para ofrecer una educación de

calidad. Sin embargo, desafíos como la falta de recursos y conocimiento han limitado su capacidad para proporcionar una instrucción integral.

Este estudio destaca la importancia de la capacitación docente en metodologías activas como el aprendizaje basado en proyectos, que juegan un papel crucial en facilitar el proceso de enseñanza-aprendizaje.

Palabras clave: Aprendizaje Basado en Proyectos-Capacitación Estudiantil - Metodología Activa - Desarrollo de Capacitación

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Introduction

English fluency is a vital skill in today's interconnected world, especially for individuals functioning at the B2 proficiency level. At this stage, learners are expected not only to engage in complex conversations but also to express ideas clearly, fluently, and appropriately across a wide range of social, academic, and professional settings. As the global demand for English fluency continues to rise, many educational systems are confronted with the challenge of finding effective ways to equip learners with the necessary skills to communicate effectively. Traditional teaching methods, which often emphasize rote learning, memorization, and a grammar-translation approach, can fall short in preparing students for the dynamic and unpredictable nature of real-world communication. These conventional approaches tend to limit opportunities for meaningful interaction, reducing the time students spend actively using the language, particularly in spoken form. As Brown (2014) suggests, fluency requires more than the acquisition of grammatical rules; it demands practice in authentic, spontaneous speech contexts, where learners can apply their knowledge interactively and adaptively.

The gap between what is taught in traditional language classrooms and the real-world fluency skills expected of B2-level learners can lead to frustration and slow progress. In fact, learners often emerge from traditional settings with strong receptive skills, such as reading and listening, but weaker productive skills, especially in speaking. As a result, fluency development becomes a significant hurdle, limiting students' confidence and their ability to participate fully in academic and professional conversations. Addressing this gap requires a shift from

passive learning environments to more active, student-centered approaches that prioritize communication and interaction. Research by Richards (2006) and Ellis (2003) underscores the importance of interactive, communicative methodologies that provide learners with ample opportunities to speak, engage in dialogue, and use language in real-life scenarios. However, these methods are still not widely implemented in many educational systems, where traditional, teacher-centered instruction remains the norm.

In response to these challenges, Project-Based Learning (PBL) has gained recognition as an effective methodology for fostering fluency through active, experiential learning. PBL is grounded in constructivist theories, which emphasize learning as an active process of constructing knowledge through meaningful experiences. Unlike traditional approaches, which often prioritize the transmission of information from teacher to student, PBL places students at the center of the learning process. It encourages them to work collaboratively on projects that simulate real-world tasks, requiring them to apply their language skills in a practical, hands-on way. By engaging in these projects, learners not only develop language proficiency but also critical thinking, problem-solving, and teamwork skills, which are essential for success in both academic and professional domains. As Collins (2020) points out, PBL offers a more engaging and dynamic alternative to traditional instruction, providing learners with the tools they need to become more autonomous and confident speakers.

The rationale for this research stems from the pressing need to move beyond traditional teaching methods and explore innovative strategies that promote fluency.

In particular, the study focuses on the potential of PBL to bridge the gap between classroom learning and real-world language use. While traditional methods may still have their place in developing certain language skills, they are often insufficient when it comes to fostering spoken fluency, particularly at the B2 level. This study aims to examine how PBL, with its focus on active learning and practical application, can address these shortcomings. By investigating the impact of PBL on speaking fluency, this research seeks to contribute to the growing body of literature on language education, offering insights that can inform both theory and practice. In doing so, it aims to provide educators with a framework for implementing PBL in language classrooms, with a particular focus on enhancing fluency at the B2 level.

The significance of this study extends beyond its immediate context at the ISM Educational Unit in Quito, Ecuador. In an increasingly globalized world, the ability to communicate fluently in English is a key asset for individuals seeking to participate in international academic, professional, and social spheres. By exploring the potential of PBL to improve speaking fluency, this research has the potential to influence teaching practices not only within the ISM Educational Unit but also in other educational institutions facing similar challenges. The findings of this study could serve as a model for integrating PBL into language curricula, providing educators with practical strategies for enhancing fluency. Moreover, the study contributes to the academic literature by examining the specific ways in which PBL can be used to improve oral proficiency, a relatively underexplored area in language education research.

This research is guided by several key questions that seek to uncover the relationship between PBL and speaking fluency in B2-level learners. The primary research question is: How does Project-Based Learning impact the speaking fluency of B2-level students at the ISM Educational Unit? In addition, the study will explore which specific dimensions of fluency-such as pronunciation, grammar, coherence, and vocabulary-show the most improvement through PBL activities. It will also examine how both students and teachers perceive the effectiveness of PBL in enhancing fluency, as well as the key challenges and benefits associated with its implementation in the classroom. These questions are designed to provide a comprehensive understanding of the effectiveness of PBL in improving fluency, while also shedding light on the practical considerations involved in adopting this methodology.

The overarching objective of this research is to design a comprehensive training program that uses Project-Based Learning to develop speaking fluency in B2-level students. This will involve assessing the current knowledge and application of PBL among teachers at the ISM Educational Unit, as well as describing effective methods of applying PBL in language learning. Furthermore, the study will analyze the factors that influence the successful implementation of PBL in the classroom, identifying both the challenges and opportunities it presents. Finally, the research will propose workshops aimed at enhancing English-speaking fluency through PBL, providing educators with concrete tools and strategies for incorporating this approach into their teaching practices.

In terms of key terminology, fluency is defined as the ability to communicate smoothly, effectively, and without undue hesitation. It encompasses several components, including pronunciation, grammar, vocabulary, and coherence, all of which contribute to a speaker's overall fluency. Project-Based Learning (PBL), meanwhile, is an instructional methodology that involves students in real-world projects requiring the practical application of their knowledge and skills. B2-Level Proficiency, as defined by the Common European Framework of Reference for Languages (CEFR), is the ability to understand and produce detailed text and to interact with a degree of fluency and spontaneity, even in more complex situations.

The scope of this study is limited to B2-level students at the ISM Educational Unit in Quito, Ecuador, and it will take place over the course of one academic semester. The study will focus on the development of speaking fluency through PBL, with particular attention to how this methodology can be tailored to meet the needs of students at this proficiency level. However, there are certain limitations to the study, including variability in teacher experience with PBL, differences in classroom dynamics, and potential challenges in adapting PBL to different educational contexts. Additionally, while the findings may offer valuable insights, they may not be fully generalizable to all educational settings, particularly those with limited resources or distinct cultural approaches to education.

In terms of structure, this thesis is organized into three main chapters. Chapter I introduces the research problem, outlines the research objectives, and presents the theoretical framework, which includes a discussion of the limitations of traditional language teaching methods and the potential of PBL to enhance

speaking fluency. Chapter II details the research methodology, including the participants, research instruments, data collection methods, and ethical considerations. Finally, Chapter III presents the findings of the study, including pretest and posttest results, and concludes with recommendations for future research and practical applications of PBL in language education.

This research is justified by the growing body of evidence supporting PBL as an effective teaching methodology for fostering language development. Unlike traditional methods, which often focus on passive learning, PBL engages students in active, hands-on tasks that promote fluency, confidence, and real-world application. By allowing students to work on meaningful projects, PBL encourages them to take ownership of their learning, which can lead to deeper understanding and more significant language gains. This study seeks to provide further evidence of the value of PBL, particularly in its ability to improve speaking fluency in B2-level learners.

In PBL, the roles of teachers and students are significantly different from those in traditional classrooms. Teachers take on the role of facilitators, guiding students through the project process and encouraging autonomy and collaboration. This shift in the teacher's role requires flexibility and a willingness to allow students to take risks and make mistakes, which are essential for language learning. On the other hand, students take an active role in their learning, collaborating with peers, presenting their work, and engaging in reflective practice. This active involvement fosters deeper understanding and improves fluency, as students are given the opportunity to use language in meaningful contexts.

Research has consistently shown the positive impact of PBL on speaking fluency. For example, studies have demonstrated improvements in areas such as coherence, fluency, accuracy, and overall language confidence (Stoller, 2006). However, implementing PBL can present challenges, including time constraints, logistical issues, and the need for students to adapt to more open-ended tasks. This study will address these challenges by exploring strategies for overcoming common obstacles in PBL implementation, offering practical solutions for educators who wish to adopt this approach in their classrooms.

In conclusion, this study aims to explore the potential of Project-Based Learning to enhance the speaking fluency of B2-level students at the ISM Educational Unit. By focusing on real-world applications and active learning, PBL offers a promising alternative to traditional methods of language instruction. This research will provide valuable insights into the effectiveness of PBL in improving English fluency, ultimately contributing to more engaging and effective language education.

Chapter I - Theoretical Framework

This chapter provides an analysis of the main bibliographical sources related to the variables of the study: the independent variable, Project-Based Learning (PBL), and the dependent variable, speaking fluency in English. The chapter includes a review of previous studies, a conceptual definition of each variable, and a discussion of their dimensions and indicators. The objective is to establish a foundation for understanding how PBL can enhance speaking fluency among B2-level English students.

1.1 Research Background

1.1.1 Introduction to the Research Background

The development of speaking fluency in English is a critical objective in language education, particularly for B2-level learners who are expected to communicate effectively in both academic and professional contexts. Fluency in this context refers not only to the ability to speak quickly and smoothly but also to communicate ideas with clarity, accuracy, and coherence. Despite its importance, traditional language teaching methods, which often prioritize grammar and vocabulary acquisition, tend to fall short in promoting authentic, spontaneous communication. These traditional methods, while useful for providing learners with theoretical knowledge of language structures, often fail to offer students sufficient opportunities for real-world language use, limiting their ability to speak fluently (Richards, 2006).

This gap in communicative competence has led educators and researchers to explore innovative approaches to language teaching, such as Project-Based

Learning (PBL). Unlike traditional methods, which may emphasize memorization and repetition, PBL shifts the focus toward student-centered, experiential learning. In this approach, learners engage in projects that require them to use language in meaningful, context-rich scenarios, reflecting the demands of real-life communication (Ellis, 2003). By doing so, PBL fosters the development of fluency by providing opportunities for authentic language practice that mimic real-world tasks and interactions.

In the context of language learning, PBL allows students to work on meaningful projects that require the application of language skills. These projects typically involve a combination of problem-solving, collaboration, and critical thinking—all of which are essential for developing speaking fluency. Unlike traditional classroom instruction, which may rely heavily on rote memorization, PBL encourages learners to actively engage in the learning process by applying language in realistic, practical contexts. For example, students may be tasked with researching, discussing, and presenting a project in English, thereby providing multiple opportunities to practice speaking in a natural, communicative setting (Beckett & Slater, 2005).

The shift from passive learning (where students are merely recipients of information) to active learning (where they are participants in their learning journey) is central to PBL's effectiveness in promoting fluency. PBL helps students develop confidence in their ability to use language by encouraging them to experiment, interact, and collaborate with their peers. This immersive approach

enables students to build not only their linguistic skills but also their confidence in using English in a variety of settings, which is crucial for developing fluency.

1.1.2 Summary of Previous Studies

The growing body of research on Project-Based Learning supports its effectiveness in enhancing language skills, particularly speaking fluency. Several studies have explored the impact of PBL on language development, providing compelling evidence that this instructional approach can significantly improve students' ability to communicate fluently in English. Below is an extended summary of Bernabeu and Consul's (2019) study, which highlights the benefits of PBL in fostering fluency.

Study 1: The Effectiveness of PBL in Language Learning (Bernabeu & Consul, 2019)

In their 2019 study, Bernabeu and Consul investigated the effectiveness of Project-Based Learning (PBL) in enhancing speaking fluency among English learners. Using a mixed-methods approach, the researchers evaluated both linguistic outcomes and the student experience by administering pretests, posttests, interviews, and classroom observations. The study involved students from diverse linguistic backgrounds, ensuring broad applicability.

The results demonstrated that PBL significantly improved fluency, particularly in three key areas: increased lexical diversity, more complex sentence structures, and greater speaking confidence. Students expanded their vocabulary, allowing for more fluid and precise communication. Additionally, they demonstrated an ability to use more syntactically complex sentences, moving beyond basic structures. One

of the most notable findings was the increase in students' confidence when speaking, attributed to PBL's collaborative and immersive nature, which helped reduce speaking anxiety.

The study concluded that PBL is highly effective for promoting active language use in meaningful contexts, such as problem-solving and presentations. Interviews and classroom observations further supported these findings, with students and teachers noting greater engagement and more frequent participation in discussions. Overall, the study reinforces the value of PBL in developing speaking fluency by shifting the focus from passive learning to active, communicative tasks.

Study 2: Enhancing Speaking Fluency Through PBL (Bell, 2010)

Bell (2010) investigated how Project-Based Learning (PBL) enhances speaking fluency among intermediate English learners, using a quasi-experimental design to compare PBL with traditional language instruction. One group engaged in real-world projects that required extensive oral communication, while the control group followed a traditional curriculum focused on grammar exercises and teacher-led instruction.

The findings showed that the PBL group experienced significant improvements in speaking fluency, with fewer hesitations, smoother transitions, and reduced self-correction. Bell attributed this to several key aspects of PBL: increased motivation, as students were more engaged in real-world tasks; reduced speaking anxiety, thanks to a supportive, collaborative environment; and the consistent use of oral language in authentic contexts, which fostered more fluent speech.

In contrast, the traditional group showed only slight gains in fluency, with progress mainly in grammar and vocabulary. Bell concluded that while traditional methods may build linguistic knowledge, they often fall short in promoting real-time language use, whereas PBL offers meaningful, communicative practice that enhances fluency.

Study 3: Comparing Traditional and PBL Approaches (Blumenfeld et al., 1991)

Blumenfeld et al. (1991) conducted a longitudinal study comparing the effects of Project-Based Learning (PBL) with traditional methods on speaking fluency. The study involved students completing collaborative, real-world tasks in the PBL group, while the traditional group engaged in teacher-led instruction focused on drills and memorization.

The findings showed that the PBL group made significant gains in fluency, particularly in speech rate, complex sentence usage, and incorporation of idiomatic expressions. PBL students spoke more rapidly and confidently, used more nuanced language structures, and employed idioms, indicating a higher level of fluency. In contrast, the traditional group showed limited progress due to the structured, repetitive nature of their activities.

Blumenfeld et al. concluded that PBL fosters more authentic language use, as it encourages frequent, spontaneous speech, leading to greater improvements in fluency compared to traditional, teacher-centered methods.

1.1.3 Synthesis of the Literature

The studies reviewed above provide strong evidence that Project-Based Learning (PBL) holds significant potential for enhancing speaking fluency among English language learners. In contrast to traditional teaching methods, which often limit students' opportunities for real-life language use, PBL encourages active engagement, collaboration, and critical thinking, all of which contribute to improved fluency. PBL creates a dynamic learning environment where students are not only encouraged but required to use language in a communicative manner, allowing them to develop both their fluency and confidence in speaking.

One of the key strengths of PBL is its ability to engage learners in authentic tasks that mirror real-world communication. As seen in the studies by Bernabeu and Consul (2019), Bell (2010), and Blumenfeld et al. (1991), students who participated in PBL activities showed significant improvements in lexical diversity, speech coherence, speech rate, and the ability to use complex language structures. These findings suggest that PBL is particularly effective in fostering fluency, as it requires students to practice speaking in a variety of contexts, from problem-solving discussions to group presentations.

However, despite the wealth of research supporting the efficacy of PBL, there are still gaps in the literature that need to be addressed. Many studies, including those reviewed here, tend to focus on short-term fluency gains without considering the long-term retention of these skills. While PBL clearly enhances immediate fluency, it remains unclear how well these fluency gains are sustained over time. Additionally, few studies have examined the specific dimensions of

speaking fluency (e.g., pronunciation, lexical diversity, grammatical accuracy) that are most affected by PBL. Future research should aim to explore how PBL impacts various aspects of fluency, as well as how learners can maintain these improvements beyond the duration of the instructional intervention. This research aims to fill these gaps by conducting a comprehensive analysis of how PBL impacts different dimensions of speaking fluency, including pronunciation, vocabulary, and syntax. By examining both short-term fluency gains and long-term retention, this study seeks to provide a more complete picture of the effectiveness of PBL as a method for promoting fluency in language learners.

1.2 Project-Based Learning (Independent Variable)

1.2.1 Conceptual Definition of PBL

Project-Based Learning (PBL) is a pedagogical approach that focuses on student-centered learning through the completion of projects that are grounded in real-world issues and challenges. This approach emphasizes active learning, where students play an active role in their own education by collaborating with peers, solving problems, and applying their language skills in practical and meaningful ways (Larmer et al., 2015).

In language education, PBL represents a significant departure from traditional methods of teaching that often rely on rote memorization of vocabulary and grammar rules. Instead of focusing on passive knowledge acquisition, PBL encourages students to actively apply language in real-world tasks, which is particularly beneficial for developing speaking fluency (Bell, 2010). By engaging in projects that require effective communication, problem-solving, and the

presentation of ideas, students are more likely to internalize language structures and use them fluently in conversations (Beckett & Miller, 2006).

PBL's emphasis on real-world contexts allows learners to understand the practical utility of the target language, making it an ideal framework for improving communicative competence. As students participate in projects, they are required to use language not just for academic purposes but also in a way that mirrors authentic communication. This practice helps learners to build confidence, improve their speaking skills, and develop greater fluency (Condcliffe et al., 2017).

1.2.2 Description of the Dimensions of the Independent Variable

Project-Based Learning (PBL) consists of several key dimensions that contribute to its effectiveness as an instructional approach, particularly in language learning. These dimensions are crucial for creating a learning environment that fosters speaking fluency and other essential aspects of language proficiency. The main dimensions of PBL include engagement, collaboration, and critical thinking.

Engagement: One of the primary dimensions of PBL is the engagement it fosters among students. Research has consistently shown that students are more likely to engage deeply in learning tasks when they perceive these tasks as relevant and meaningful. According to Deaconu & Radiş (2020), engagement is directly linked to motivation, which is essential for promoting active participation in language tasks. In PBL, students work on projects that address real-world problems, thereby seeing the practical value of language as a tool for communication, rather than viewing it as merely an academic exercise. This level of engagement is particularly beneficial in language learning, where regular use of the target language

is critical for the development of fluency. By providing students with continuous opportunities to speak and apply their skills in meaningful contexts, PBL creates an environment that naturally fosters fluency (Thomas, 2020).

Collaboration: Collaboration is a cornerstone of PBL and is vital for promoting effective communication. In PBL, students often work in groups to complete projects, which require them to communicate effectively, negotiate meaning, and solve problems together. These collaborative tasks mimic real-life scenarios, where language is necessary for teamwork and problem-solving (Larmer et al., 2015). Almulla (2020) emphasizes that collaboration encourages students to practice speaking in dynamic, interactive settings, where they are exposed to a variety of language inputs and outputs. The ability to articulate ideas clearly, listen actively to peers, and adjust language use to fit different social contexts is a critical skill for achieving fluency. Through collaboration, students become more comfortable with using the language spontaneously, leading to greater improvements in speaking fluency.

Critical Thinking: Another key dimension of PBL is its promotion of critical thinking. Unlike traditional classroom exercises, where tasks are often close-ended and predetermined, PBL requires students to engage in open-ended tasks that involve analysis, evaluation, and synthesis of information. Students must think critically about how to apply their language skills to solve real-world problems, which promotes deep learning and authentic language use. Condliffe et al. (2017) argue that critical thinking encourages learners to go beyond memorizing language rules and to use language as a tool for communication and problem-solving, thereby

improving fluency. By navigating complex, unpredictable language challenges, students develop the ability to think on their feet and communicate fluently in real-time.

In summary, the dimensions of engagement, collaboration, and critical thinking work together to create a rich, interactive learning environment that fosters speaking fluency. PBL not only encourages students to communicate frequently but also requires them to do so in meaningful contexts, thereby promoting long-term fluency development.

1.2.3 Description of the Indicators of the Independent Variable

To effectively measure the success of Project-Based Learning (PBL) in enhancing language learning, particularly speaking fluency, specific indicators are required. These indicators help educators assess the impact of PBL on key aspects of student learning, such as engagement, collaboration, and critical thinking.

Student Participation: One of the most important indicators of PBL's effectiveness is the level of student participation during class discussions, group work, and project activities. Active participation is crucial for language learning, as it provides students with frequent opportunities to practice speaking. According to Kukulska-Hulme et al. (2021), students who engage more frequently in project-related tasks show greater improvements in speaking fluency because they are required to use the target language more consistently and meaningfully. Measuring the frequency and quality of participation through classroom observations, peer evaluations, and teacher feedback provides valuable insights into how well PBL fosters fluency development.

Quality of Student Outputs: Another important indicator is the quality of outputs produced by students, such as projects, presentations, and other assessments. These outputs serve as tangible evidence of the students' ability to apply their language skills in practical contexts. Teachers can evaluate the linguistic competence demonstrated in these outputs, including grammar, vocabulary, pronunciation, and fluency. According to Harris & Watson (2019), high-quality student outputs reflect a deeper understanding of language structures and an ability to express ideas fluently and coherently.

Student Feedback: Collecting student feedback through surveys and interviews is another effective way to assess the success of PBL. Student feedback provides insights into learners' perceptions of PBL and its impact on their confidence and fluency in speaking tasks. Research by Tan & Nashon (2013) suggests that positive student feedback is often correlated with increased motivation, which in turn leads to greater improvements in fluency. Understanding how students feel about their participation in PBL activities allows educators to make necessary adjustments and ensure that PBL continues to foster a positive learning environment conducive to fluency development. These indicators-student participation, quality of outputs, and student feedback-provide a comprehensive framework for evaluating the success of PBL in promoting speaking fluency. By examining these factors, educators can determine how effectively PBL engages students, encourages collaborative learning, and promotes critical thinking, all of which are necessary for developing language fluency.

1.2.4 Theory Behind the Independent Variable

Project-Based Learning (PBL) is grounded in constructivist learning theories, which posit that learners construct knowledge through experience and reflection. Rather than passively receiving information, students in PBL actively engage in real-world tasks that require them to apply their knowledge and skills in meaningful ways. This constructivist approach is particularly effective in language learning, where authentic language use is essential for developing fluency (Mills & Treagust, 2021).

In the context of language education, PBL aligns with the principles of social constructivism, which emphasize that learning occurs in a social context through interaction and collaboration. According to Collins (2020), students learn language most effectively when they engage in communicative tasks that reflect real-world challenges. These interactions encourage learners to use language purposefully, thereby fostering fluency by providing continuous opportunities for authentic practice. PBL is also supported by theories of authentic language use and meaningful communication. Research by Mercer et al. (2019) suggests that students who engage in collaborative projects are more likely to develop fluency because they are using the language in context-rich environments that mimic real-life situations. These projects require learners to negotiate meaning, clarify ideas, and solve problems—all of which are key components of fluency development.

Additionally, the Output Hypothesis, proposed by Swain (2005), provides a theoretical foundation for PBL in language learning. According to this hypothesis, producing language—whether through speaking or writing—is critical for language

acquisition. In PBL, students are frequently required to produce the target language during project presentations, group discussions, and problem-solving tasks. This output helps learners to process language more deeply, leading to improvements in fluency.

1.3 Dependent Variable: Speaking Fluency

1.3.1 Conceptual Definition of the Dependent Variable

Speaking fluency refers to the ability to produce spoken language smoothly, rapidly, and with minimal hesitations. It is often regarded as one of the most challenging skills for language learners to master because it requires both linguistic knowledge and cognitive efficiency. Fluent speakers can articulate their ideas clearly, coherently, and with appropriate speed, making communication seem natural and uninterrupted. According to Nation & Newton (2020), fluency encompasses the capacity to speak at a natural pace, using a wide range of vocabulary and grammatical structures without frequent pauses. Fluent speakers are often characterized by their ability to maintain a steady flow of speech, avoid hesitations, and use contextually appropriate language.

The concept of fluency also involves more than just speech speed. Harmer (2015) highlights that fluency includes the ability to transition smoothly between ideas and topics without losing coherence. A fluent speaker can organize their thoughts effectively, ensuring that their speech remains logical and easy to follow. This aspect of fluency is particularly important for B2-level learners, who are expected to handle more complex topics, engage in spontaneous discourse, and participate in extended conversations. In this context, fluency reflects not only the

speaker's linguistic competence but also their confidence in using the language in various communicative situations.

In the field of language learning, fluency is often seen as a key indicator of communicative competence. It reflects a learner's ability to process language rapidly and to use it confidently and spontaneously in real-time interactions. As noted by Brown & Larson-Hall (2019), learners who develop fluency are better equipped to engage in authentic communication, where language must be used to solve problems, negotiate meaning, and exchange ideas quickly and effectively. Fluency also enhances the learner's ability to convey meaning accurately, reducing the likelihood of miscommunication and helping them navigate real-world communication more effectively.

1.3.2 Description of the Dimensions of the Dependent Variable

Speaking fluency can be analyzed through several dimensions, each contributing to the overall fluidity and effectiveness of speech. These dimensions are critical for assessing how well a learner can express themselves in spoken language and their ability to maintain coherent, fluid communication in real-world contexts:

Pronunciation: Pronunciation refers to the clarity, accuracy, and naturalness of speech sounds and intonation patterns. According to Levis (2021), effective pronunciation is essential for maintaining the smooth flow of conversation. Fluent speakers are able to articulate sounds correctly, ensuring that their speech is easily understood by listeners. Pronunciation involves not only the correct articulation of individual sounds but also stress, rhythm, and intonation patterns that contribute to

overall intelligibility. Without clear pronunciation, even grammatically correct speech may be difficult to understand, impeding fluency.

Vocabulary: A broad and varied vocabulary is crucial for fluent speech. Learners with an extensive vocabulary can express themselves more precisely and fluidly, reducing the need for pauses while searching for the right words. McCarthy (2016) notes that fluency is not just about having a large vocabulary but also about knowing how to use words contextually. Learners who possess a wide range of vocabulary are able to engage in more complex conversations with ease, avoiding repetitive language and enhancing their ability to express ideas effectively. Additionally, lexical diversity is often associated with fluency, as it allows speakers to convey ideas more creatively and flexibly.

Grammar and Syntax: Grammatical accuracy and sentence structure are vital for maintaining fluency. While minor grammatical errors may not hinder communication, consistent errors can disrupt the flow of speech and make it difficult for listeners to follow the speaker's ideas. Larsen-Freeman (2018) explains that fluent speakers are able to produce grammatically correct sentences with relative ease, allowing them to focus more on the content of their speech rather than the form. Furthermore, proper syntax ensures that sentences are well-organized, making it easier for listeners to understand the speaker's train of thought and thus facilitating smoother communication. Together, these dimensions pronunciation, vocabulary, and grammar are critical in determining a speaker's overall fluency. Effective language instruction, particularly through Project-Based Learning (PBL), should address all of these dimensions to help learners achieve greater fluency. By

targeting pronunciation, vocabulary expansion, and grammatical accuracy, teachers can provide students with the tools they need to become more fluent speakers in both academic and real-world settings.

1.3.3 Description of the Indicators of the Dependent Variable

To assess speaking fluency, several indicators can be measured to provide a comprehensive view of a learner's abilities. These indicators serve as benchmarks for evaluating how well a learner can produce fluent speech:

Rate of Speech: This indicator measures how quickly a speaker can produce language without sacrificing accuracy or clarity. A higher rate of speech generally suggests greater fluency, as fluent speakers are able to convey their thoughts more rapidly and with fewer pauses. According to Levis (2021), the rate of speech is a key marker of fluency because it reflects the speaker's ability to process language quickly and produce it efficiently in real-time interactions. However, speed alone is not enough; it must be accompanied by coherence to ensure that the speaker is understood. A fluent speaker maintains a natural pace while also ensuring that their speech is logical and well-organized.

Frequency of Hesitations: Hesitations, including pauses, fillers (such as "um" or "uh"), and self-corrections, often indicate difficulties in processing and producing language. Fewer hesitations suggest higher fluency, as speakers are able to think on their feet and produce language spontaneously without frequent interruptions. Nation & Newton (2020) emphasize that reducing the number of hesitations is essential for achieving smooth, coherent speech. Hesitations disrupt the flow of conversation and may signal that the speaker is unsure or struggling to

find the right words. Fluent speakers are typically able to transition between ideas seamlessly, without needing to stop and think about what they are going to say next.

Lexical Diversity: This indicator assesses the range of vocabulary used by the speaker. Fluent speakers tend to use a more extensive and varied vocabulary, which allows for richer and more precise expression. McCarthy (2016) argues that lexical diversity is crucial for fluency because it enables speakers to convey ideas clearly and avoid repetitive language. A speaker with limited vocabulary may struggle to express complex thoughts or may rely on filler words, both of which can disrupt the flow of conversation and impede fluency. A wider range of vocabulary also allows speakers to adapt their language to different contexts and audiences, further enhancing their fluency.

Grammatical Accuracy: Grammatical accuracy evaluates how correctly grammatical forms are used in speech. While fluency is often associated with speed, accuracy is equally important, as errors in grammar can hinder comprehension. Larsen-Freeman (2018) emphasizes that fluency and accuracy must be balanced for effective communication. Advanced learners who can produce grammatically correct sentences with minimal errors are generally more fluent, as they are able to focus on content and meaning rather than the mechanics of language.

These indicators—rate of speech, frequency of hesitations, lexical diversity, and grammatical accuracy—are essential for evaluating speaking fluency. By assessing these indicators, educators can gain a clearer understanding of a learner's strengths and areas for improvement in their journey toward achieving fluency.

1.3.4 Theory Behind the Dependent Variable

The concept of speaking fluency is grounded in several influential theories of second language acquisition. One of the most widely recognized theories is the Output Hypothesis, proposed by Swain (2005). According to this theory, producing language (whether through speaking or writing) is essential for language development. The act of language production forces learners to process language more deeply, leading to improvements in fluency. The Output Hypothesis highlights the importance of practicing speaking as a way of helping learners identify gaps in their knowledge and refine their language skills through practice.

In addition, the Interaction Hypothesis, updated by Mackey and Gass (2015), emphasizes the critical role of interaction in developing fluency. This theory suggests that fluency is enhanced through meaningful communication, particularly when learners are required to negotiate meaning and clarify their speech to ensure understanding. Interaction involves real-time language processing, where learners must produce language spontaneously, respond to feedback from others, and make adjustments to their speech to improve comprehensibility. The interactive nature of PBL tasks, where learners engage in problem-solving and collaborative discussions, supports the development of automaticity-the ability to produce language without conscious thought which is a key component of fluency (Mercer et al., 2019).

Both theories-the Output Hypothesis and the Interaction Hypothesis support the idea that regular, meaningful practice is vital for developing fluency. Learners who engage in frequent speaking activities that involve problem-solving, negotiation of meaning, and interaction with others are more likely to develop the

confidence and automaticity needed for fluent speech. By participating in authentic communicative tasks, such as those facilitated through PBL, learners can improve both their fluency and their ability to navigate complex communicative situations.

1.4 Brief Conclusion

This chapter has established a solid theoretical foundation for understanding the impact of Project-Based Learning (PBL) on speaking fluency in B2-level English learners. By reviewing key literature and theoretical frameworks, it has highlighted how PBL, through its focus on active, collaborative, and real-world tasks, serves as an effective pedagogical tool for enhancing fluency. Traditional methods often fall short in fostering real-time communicative skills, whereas PBL provides learners with opportunities for authentic language use, promoting fluency in meaningful contexts.

Key studies and theoretical perspectives, such as Swain's Output Hypothesis and the Interaction Hypothesis, reinforce the importance of frequent language production and interactive communication in developing fluency. PBL not only facilitates this process but also promotes learner autonomy, critical thinking, and confidence, all of which are crucial for B2-level learners moving towards more advanced language use.

In contrast to passive learning environments, PBL engages students actively, helping them develop language skills needed for real-world communication. The chapter has also identified gaps in the current research, particularly regarding the long-term retention of fluency gains and which specific dimensions of fluency are most impacted by PBL.

As the study progresses, it will focus on gathering empirical data to analyze the practical application of PBL and its effectiveness in improving speaking fluency. This research aims to contribute to more effective language teaching strategies, benefiting both educators and learners.

Chapter II - Methodology for the Investigation and Diagnosis

This study uses a mixed-methods approach to evaluate the impact of Project-Based Learning (PBL) on B2-level students' speaking fluency, combining both quantitative and qualitative methods to gather measurable data and capture insights into student and teacher experiences (Creswell, 2018; Dörnyei, 2020). The diagnostic phase establishes a baseline of student fluency through pretests and needs analysis, which helps tailor the PBL activities to address specific areas for improvement (Richards, 2020).

Quantitative data is collected through standardized tests and surveys measuring speech rate, accuracy, and coherence (Nation & Newton, 2020), while qualitative data is gathered from interviews and classroom observations (Larsen-Freeman, 2021). The quasi-experimental design compares student performance before and after the PBL intervention, ensuring that observed improvements can be linked to PBL (McCarthy, 2016).

The research is conducted at ISM Quito Educational Unit, a school committed to active learning, aligning with the study's objectives (Collins, 2020). The findings will offer valuable insights not only for ISM Quito but also for similar institutions that emphasize student-centered learning (Beckett & Miller, 2021).

In summary, this study contributes to language education by providing a comprehensive evaluation of PBL's effectiveness in improving speaking fluency through both quantitative metrics and qualitative insights (Thomas, 2021).

Research Methodology

This study utilizes a mixed-methods approach to examine the impact of PBL on speaking fluency among B2-level students. By integrating qualitative and quantitative methods, the research captures both measurable changes and the nuanced experiences of participants (Creswell & Poth, 2018).

Qualitative Methods

Interviews: Semi-structured interviews with students and teachers explore their experiences with PBL and its effectiveness in enhancing fluency. Thematic analysis will identify key patterns and insights (Creswell & Poth, 2018).

Observations: Classroom observations, guided by a structured checklist, assess how PBL activities affect student engagement and fluency development in real time (Patton, 2015).

Quantitative Methods

Surveys: Structured questionnaires gather data on students' and teachers' perceptions of PBL, using Likert-scale items to measure confidence in speaking and fluency improvements. Statistical analysis identifies trends and correlations (Dillman, Smyth, & Christian, 2014).

Pre and Post-Tests: These tests evaluate speaking proficiency (pronunciation, vocabulary, fluency) before and after PBL. Paired samples t-tests will determine the significance of any improvements (Cohen, Manion, & Morrison, 2018).

Diagnostic Phase

Initial Assessment: A diagnostic test establishes a baseline for students' speaking proficiency, serving as a benchmark for measuring PBL's impact over time (Hughes, 2003).

Needs Analysis: Interviews and focus groups identify specific challenges students face in achieving fluency, ensuring that PBL activities are tailored to their needs (Richards, 2001).

Feedback Collection: Continuous feedback from students and teachers throughout the intervention ensures necessary adjustments are made to improve relevance and effectiveness (Gerring, 2017).

Conceptualization and Operationalization of Variables

Independent Variable: Project-Based Learning (PBL)

- **Conceptual Definition:** PBL involves students engaging in real-world projects that culminate in a final product or presentation (Thomas, 2000). It fosters practical skill development and collaboration.
- **Operational Definition:** In this study, PBL includes classroom activities like group discussions and presentations, measured through observational checklists and student feedback (Miller & McGowan, 2014).

Dependent Variable: Speaking Fluency

- **Conceptual Definition:** Speaking fluency refers to smooth, effective communication, including pronunciation, grammar, vocabulary, and coherence (McDonough & Shaw, 2013).

- Operational Definition: Measured through pre- and post-tests evaluating pronunciation, grammatical accuracy, and vocabulary, supported by qualitative assessments like interviews and observations (Ellis, 2008).

Conceptualization of Speaking Fluency

Fluency is assessed through:

- Rate of Speech: Words per minute and frequency of pauses or hesitations (Segalowitz, 2010; Skehan, 2009).
- Accuracy of Speech: Grammar and pronunciation accuracy, error frequency (Richards & Schmidt, 2010; Ellis, 2008).
- Coherence: Logical flow and topic relevance (Swain, 2005; Brown & Yule, 1983).

Operationalization of Categories

PBL Categories:

1. Activity Types: Tracks types of PBL activities like group projects and individual presentations.
2. Duration and Frequency: Measures time spent and frequency of PBL tasks.
3. Student Engagement: Assessed through observation and feedback (Miller & McGowan, 2014).

Speaking Fluency Categories:

1. Pronunciation Accuracy: Assesses the correctness of pronunciation.
2. Vocabulary Range: Evaluates the variety of vocabulary used in conversation.

3. Grammar Usage: Measures the correctness of grammar (Richards & Schmidt, 2010).
4. Overall Fluency: Analyzes ease and smoothness of communication (Levis, 2021).

Independent Variable: PBL

- Project Design: Focuses on learning objectives and practical application (Becker, 2003).
- Project Implementation: Examines activities, student roles, and task duration (Thomas, 2000).
- Project Outcomes: Assesses final product quality and student reflection (Bell, 2010; Blumenfeld et al., 1991).

Dependent Variable: Speaking Fluency

- Rate of Speech: Measures speed and frequency of pauses (Segalowitz, 2010; Skehan, 2009).
- Accuracy of Speech: Assesses grammar and pronunciation correctness (Richards & Schmidt, 2010).
- Coherence: Evaluates idea organization and relevance (Swain, 2005; Brown & Yule, 1983).⁵

Table 1. Chart of Variables, dimensions and Indicators ([Annexes](#))

Research Approach: This study utilizes a mixed-methods approach, combining quantitative (pre- and post-tests, surveys) and qualitative (interviews, observations) methodologies to assess the impact of Project-Based Learning (PBL)

on B2-level students' speaking fluency. This dual approach provides both measurable data and insights into students' and teachers' experiences with PBL.

Research Design: A quasi-experimental design evaluates PBL's impact, with non-random sampling from the ISM Quito Educational Unit. The intervention focuses on real-world, collaborative PBL activities.

Data Collection:

- **Quantitative:** Pre- and post-tests, surveys analyzed statistically to assess fluency changes.
- **Qualitative:** Interviews and observations, analyzed through thematic analysis to explore PBL experiences.

Analysis:

- **Quantitative:** Paired t-tests or ANOVA to compare pre- and post-intervention scores.
- **Qualitative:** Thematic analysis to identify patterns in perceptions of PBL's effectiveness.

Scope: The study focuses on B2-level students at ISM Quito during the 2024-2025 academic year, assessing PBL's impact. Results may be limited to this specific setting.

Justification:

- **Relevance:** PBL addresses gaps in traditional language teaching, promoting active learning and real-world communication tasks.
- **Alignment:** PBL fosters critical thinking and collaboration, preparing students for real-life challenges.

- **Impact:** PBL enhances meaningful learning and fluency while providing strategies for teachers and students.
- **Teacher Development:** The study supports teacher development by offering practical strategies for PBL integration.

Population and Sampling:

- **Population:** B2-level students and teachers at ISM Quito.
- **Sample:** A representative subset of students and teachers, selected for practical reasons but large enough to ensure significance.
- **Sampling Methods:** A mix of random and convenience sampling, ensuring practical accessibility and reducing bias.

Table 2. Sample Population ([Annexes](#))

Research Context

The study is conducted at ISM Quito Educational Unit in Quito, Ecuador, with several contextual factors influencing the research:

- **Geographical:** Quito's cultural diversity and educational infrastructure support the use of innovative strategies like PBL.
- **Educational:** ISM Quito emphasizes English proficiency and student-centered learning, making it an ideal setting for PBL integration.
- **Social:** Students' diverse socio-economic and linguistic backgrounds affect their engagement with PBL and its impact on fluency.
- **Institutional:** ISM Quito fosters innovation and supports research initiatives aimed at improving teaching outcomes through PBL.

- **Technological:** The school's robust technology, including digital tools and internet access, enhances PBL activities and data collection.

Research Stages

The study follows a systematic process:

- **Preliminary Stage:** Conducts a literature review to identify research gaps and defines research questions and hypotheses.
- **Planning Stage:** Selects a quasi-experimental design and develops participant selection, data collection instruments, and analysis methods.
- **Implementation Stage:** Pilots and refines instruments before the main data collection, which includes surveys, interviews, and classroom observations.
- **Analysis Stage:** Prepares data for analysis, transcribing and coding qualitative data, and using statistical and qualitative methods for interpretation.
- **Evaluation Stage:** Interprets findings in relation to the theoretical framework and compares results with existing studies.
- **Reporting Stage:** Documents the research process and findings and presents them to stakeholders using visual aids.
- **Follow-Up Stage:** Develops recommendations for classroom practice and gathers feedback for future research.

Table 3. Stages of the Research Project ([Annexes](#))

Instruments Derived from the Methodology

This study uses a variety of instruments to collect both qualitative and quantitative data on the impact of PBL on speaking fluency:

- **Surveys and Questionnaires:** Quantitative data on students' experiences with PBL is collected using Likert scales and multiple-choice questions. Open-ended questions capture additional insights.
- **Interviews:** Semi-structured interviews provide qualitative data from students and teachers about PBL's impact on fluency, analyzed thematically.
- **Observation Checklists:** Structured checklists assess student participation, collaboration, and language use during PBL activities.
- **Focus Groups:** Group discussions with students and teachers explore collective experiences with PBL, providing diverse perspectives.
- **Pre- and Post-Tests:** These tests measure speaking fluency before and after the PBL intervention, focusing on pronunciation, grammar, vocabulary, and coherence.

Application of the Pretest-Posttest Design

The pretest-posttest design assesses PBL's effectiveness in improving speaking fluency:

- **Purpose:** Measures changes in fluency to establish the impact of PBL.
- **Pretest:** Evaluates speaking abilities (pronunciation, grammar, etc.) using structured tasks like role plays. Scoring is standardized.
- **Intervention:** PBL activities involve group projects and presentations, offering speaking practice over several weeks.
- **Posttest:** Administered after the intervention, using the same rubric and trained raters to ensure comparability.

- **Data Analysis:** Pre- and posttest scores are compared using statistical tests (e.g., paired t-tests) to measure improvements.
- **Validity and Reliability:** Standardized tests and inter-rater reliability checks ensure consistency, with tests conducted under controlled conditions.
- **Ethical Considerations:** Informed consent is obtained, and participant data is kept confidential.

Table 4. Validation Matrix ([*Annexes*](#))

Description of Instruments

The study uses several instruments to gather quantitative and qualitative data on the impact of PBL on B2-level students' speaking fluency:

- **Pre- and Post-Tests:** Measure pronunciation, grammar, vocabulary, and coherence through presentations and role plays, using a standardized rubric before and after the intervention.
- **Surveys and Questionnaires:** Collect quantitative data on student and teacher perceptions of PBL with Likert scales and open-ended questions.
- **Semi-Structured Interviews:** Offer qualitative insights into the experiences of students and teachers with PBL, focusing on fluency development.
- **Classroom Observations:** Use checklists to assess student engagement and PBL implementation.
- **Focus Groups:** Facilitate discussions among students and teachers to explore collective perspectives on PBL and speaking fluency.

Rubrics for the Research

Rubrics ensure consistent and fair evaluations of speaking fluency during the PBL intervention:

- **Purpose:** Provide a standardized assessment method, ensuring transparency and consistency across raters.
- **Components:** Evaluate pronunciation, grammar, vocabulary, fluency, coherence, and interaction, rated from 1 to 5 (Poor to Excellent).
- **Development:** Based on CEFR, the rubric will be pilot-tested and refined for clarity.
- **Application:** Trained raters assess pre- and post-test recordings, ensuring inter-rater reliability for consistent scoring.
- **Ethical Considerations:** Participants give informed consent, and confidentiality of scores and data is maintained.

Data Processing and Statistical Analysis Data Processing: Data is cleaned and organized using SPSS or Excel, categorizing pre- and post-test scores.

Statistical Analysis:

Descriptive Statistics: Summarize performance using measures like mean, standard deviation, and frequency distributions.

Inferential Statistics: Paired t-tests compare pre- and post-test scores, with effect sizes (Cohen's d) measuring the magnitude of changes.

Reliability & Validity: Inter-rater reliability and Cronbach's alpha ensure consistency and accuracy.

Interpretation & Reporting:

Significance Testing: A p-value below 0.05 indicates significant differences, with confidence intervals estimating result precision.

Results: Presented using tables and visual tools, focusing on practical significance, limitations, and future research suggestions.

Paired Samples t-Test

Purpose: The paired samples t-test compares pretest and posttest scores to assess whether PBL significantly improves speaking fluency.

Steps:

1. **Formulate Hypotheses:**
 - **Null Hypothesis (H_0):** No significant difference in fluency before and after PBL.
 - **Alternative Hypothesis (H_1):** Significant improvement in fluency post-PBL.
2. **Data Collection:** Pretest and posttest scores provide the basis for comparison.
3. **Assumptions Check:** Data must be normally distributed.
4. **Test Execution:** Calculate the t-value to determine statistical significance.
5. **Interpret Results:** If the t-value exceeds the critical value, reject H_0 , indicating a significant improvement.
6. **Significance:** The test is sensitive to changes from the intervention, accounting for individual differences.

Description of the Diagnostic Stage

Purpose: The diagnostic stage assesses students' baseline fluency and informs the design of tailored PBL activities. It provides a reference point for comparing pre- and post-intervention outcomes.

Methodology:

- Pretest: A CEFR-aligned speaking test evaluates pronunciation, fluency, and coherence.
- Observation: Teachers use structured checklists to document students' speaking behaviors.
- Self-Assessment: Students reflect on their own fluency and motivation.
- Peer Assessment: Students evaluate each other using rubrics, promoting collaborative learning.

Data Analysis:

- Quantitative: Pretest scores are analyzed to determine overall fluency levels.
- Qualitative: Observational and self-assessment data are analyzed for patterns in student needs.
- Outcomes: The diagnostic stage reveals students' strengths and areas for improvement, informing the design of PBL activities. It establishes a clear baseline for later assessments.

Results of the Diagnostic Stage

- Pretest Scores: The mean score was 62/100, with a standard deviation of 8.5, indicating diverse

- **Pretest Scores:** proficiency levels. The score distribution was skewed towards lower fluency, showing room for improvement.

Instrument 1: Pretest Speaking Fluency Assessment

Purpose: The pretest measures students' baseline fluency before the PBL intervention, serving as a benchmark for later comparison.

Components:

1. **Oral Presentation:** A 3-minute presentation on a given topic, evaluated for pronunciation and coherence.
2. **Role Play:** Students engage in real-life scenarios, assessed for interaction skills.
3. **Conversation:** A 5-minute dialogue with the examiner, focusing on fluency and relevance.

Table 5. Scoring Rubric ([Annexes](#))

Target Needs for B2-Level Students in Speaking Fluency

B2-level students face challenges in pronunciation, fluency, grammar, and vocabulary, affecting their speaking proficiency. Key interventions include:

- **Pronunciation:** Exercises like minimal pair drills improve articulation.
- **Fluency:** Timed speaking activities and spontaneous conversations build speech rate and confidence.
- **Grammar and Vocabulary:** Structured practice on familiar and complex structures helps articulate ideas precisely.
- **Coherence:** Tasks like presentations and debates enhance the logical structure of speech.

Addressing these areas will significantly improve speaking fluency.

Learning Needs for B2-Level Students in Speaking Fluency

To enhance fluency, B2-level students need:

- **Speaking Practice:** Role-plays, debates, and discussions tailored to their level foster fluency.
- **Targeted Feedback:** Corrective feedback on grammar, vocabulary, and pronunciation addresses individual weaknesses.
- **Varied Contexts:** Real-life simulations and problem-solving tasks improve adaptability in different scenarios.

This approach helps students become more fluent and confident speakers.

Instrument 2: Semi-Structured Interviews

Description

Semi-structured interviews gather qualitative data from students and teachers about their experiences with speaking fluency and the effectiveness of the PBL approach. This flexible format allows for in-depth exploration while ensuring key topics are covered, providing richer insights.

Procedure

Interviews will be conducted with a representative sample of participants from ISM Quito. Predefined, open-ended questions will explore perceived fluency improvements, challenges in PBL, and suggestions for enhancement. Each interview will be recorded, transcribed, and analyzed using thematic analysis to identify common themes and patterns (Cohen, Manion, & Morrison, 2018; Kvale

& Brinkmann, 2009). This qualitative data complements the quantitative findings from other instruments.

Table 6. Semi-Structured Interview Overview ([Annexes](#))

Instrument 3: Activities

Purpose

Evaluate the practical application of PBL and its impact on students' speaking fluency.

Procedure

- Planning: Define objectives and criteria for each activity.
- Implementation: Execute activities with clear instructions and support.
- Evaluation: Assess performance using rubrics and checklists, and gather feedback.

Expected Outcomes

- Improved speaking fluency and confidence in English.
- Enhanced collaboration and presentation skills.
- Detailed insights into the effectiveness of PBL in promoting language skills.

Table 7. Component s ([Annexes](#))

Table 8, Results of Checklist Tabulation for Activities Legend ([Annexes](#))

- Language Use: Measures accuracy and appropriateness of language.
- Spontaneity: Assesses natural language use in unscripted scenarios.
- Role Performance: Evaluates how well students perform assigned roles in activities.
- Overall Effectiveness: General assessment based on combined criteria.

Notes:

Activities with higher scores indicate greater effectiveness in improving fluency. Group Projects and Peer Reviews showed lower scores in spontaneity and role performance, suggesting areas for improvement.

Selection of the Skill to be Implemented

Effective communication in English is chosen as the key skill for improving speaking fluency. This skill includes clear articulation, spontaneous conversation, and appropriate language use in diverse contexts.

Factors Considered:

- **Student Needs:** Diagnostic results prioritize activities that target spontaneous speech.
- **Curriculum Alignment:** The skill aligns with language proficiency standards.
- **Relevance:** Activities focus on real-life language application.
- **Engagement:** Skills that motivate students and promote active participation are selected.

Validation of the Research Proposal

The research proposal is validated through expert feedback, literature reviews, and ethical considerations, ensuring feasibility, relevance, and alignment with intended outcomes.

The Intervention Plan

The intervention focuses on improving B2-level students' speaking fluency through project-based tasks.

- **Objectives:** Enhance vocabulary, grammar, and conversational skills.

- **Activities:** Real-world tasks like presentations, debates, and group assignments target specific fluency aspects.
- **Timeline:** Weekly sessions over a semester.
- **Assessment:** Pre- and post-tests, self-assessments, and peer evaluations to track progress.
- **Resources:** Project guidelines, rubrics, and multimedia tools.
- **Feedback:** Regular feedback from students and teachers allows for adjustments to the plan.

Table 9. Intervention Plan (Annexes)

Data Analysis

- **Quantitative Analysis:** Paired samples t-tests will compare pretest and posttest scores, measuring changes in pronunciation, fluency, grammar, and coherence following the PBL intervention.
- **Qualitative Analysis:** Thematic analysis of observations and interviews will identify patterns and themes regarding PBL's effectiveness in improving speaking fluency.

Ethical Considerations

- **Informed Consent:** Participants will be informed about the study's purpose and procedures and can withdraw at any time.
- **Confidentiality:** Data will be anonymized to protect participants' identities.
- **Minimizing Risks:** Procedures are designed to avoid any undue stress or harm.

Chapter 3 - Presentation and Validation of the Proposal

This chapter presents how the Project-Based Learning (PBL) method was implemented to enhance speaking fluency among B2 level students. The PBL approach was integrated into the students' curriculum during the intervention phase, specifically designed to address the linguistic and affective needs identified during the diagnostic stage. The PBL activities were tailored to foster active engagement with the language and encourage students to practice speaking in meaningful, real-life contexts. This chapter also presents the results of the intervention, analyzing the impact of PBL on students' speaking fluency through a variety of evaluation methods, including comparisons between pretest and posttest scores, observational data, and feedback from both teachers and students.

The results provide valuable insights into the effectiveness of PBL in promoting speaking fluency while highlighting areas where further improvement is necessary. By presenting the findings in a clear and structured manner, this chapter aims to validate the research proposal and offer evidence-based recommendations for the continued implementation of PBL in language education.

Research Question 1: How does the implementation of Project-Based Learning (PBL) affect speaking fluency among B2-level English language students?

The primary research question investigates the effectiveness of the Project-Based Learning (PBL) approach in improving speaking fluency among B2-level English language students. This question is central to evaluating the success of the pedagogical intervention and understanding how well PBL can address the specific speaking needs of students. The focus is on whether the incorporation of PBL

activities can lead to measurable and observable improvements in students' speaking abilities.

To assess the impact of PBL, a mixed-method approach is used, combining **quantitative data** from pretest and posttest scores with **qualitative data** gathered from classroom observations, interviews, and student reflections. The analysis evaluates several key dimensions of speaking fluency, including pronunciation, grammar, vocabulary, fluency, and coherence. The comparison of pretest and posttest results offers a clear picture of how PBL activities influenced students' speaking abilities over time.

The qualitative data, including observations and feedback, provide a deeper understanding of the student experience during the intervention. This data highlights the challenges students faced, their progress in specific fluency areas, and the overall effectiveness of the PBL approach in addressing their needs. The findings contribute to an understanding of how PBL promotes engagement and active participation, creating an environment conducive to language practice and improvement.

The results derived from this research question will help determine the extent to which PBL can be considered a viable and effective method for improving speaking fluency in B2-level learners. Additionally, these findings will inform the development of more targeted teaching strategies that can be used to further enhance the language-learning experience for students at this proficiency level

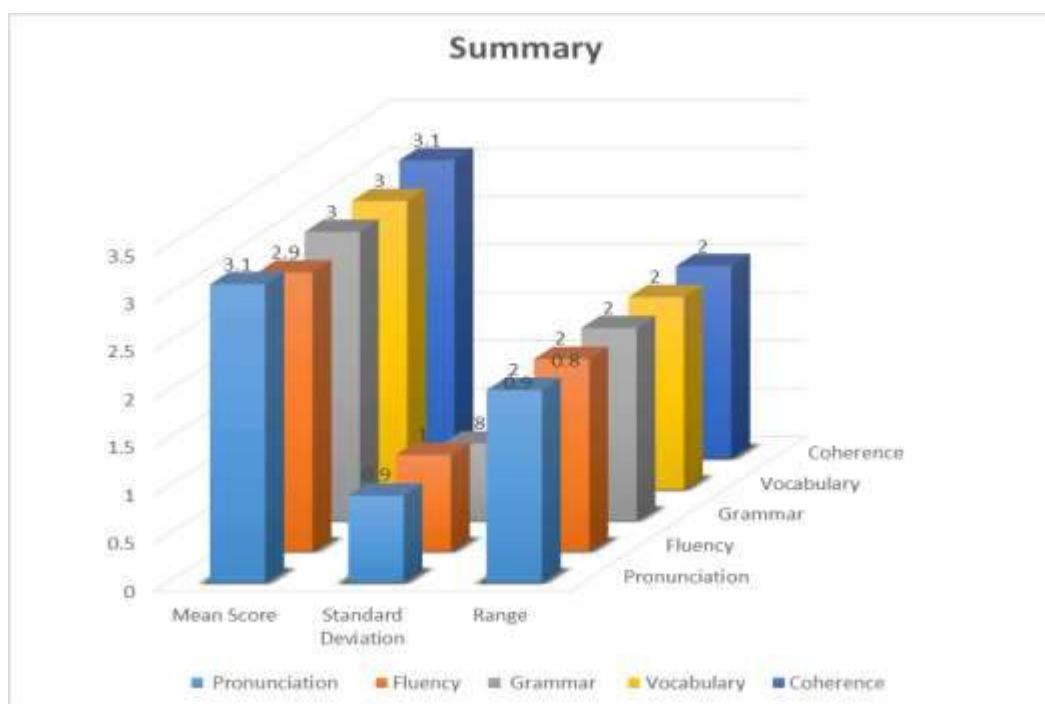
Table 1.

Summary of the Pretest Results

Dimension	Mean Score	Standard Deviation	Range	Distribution.
Pronunciation	3.1	0.9	2	Normal with slight skew towards lower scores.
Fluency	2.9	1	2	Normal with moderate variability.
Grammar	3	0.8	2	with slight skew towards lower scores.
Vocabulary	3	0.9	2	Normal Distribution.
Coherence	3.1	0.8	2	Normal Distribution

Elaborated by: Edgar Soria (2024)

FIGURE 1. Summary of the Pretest Results



Discussion

The pretest results provide a baseline measure of students' speaking fluency prior to the implementation of PBL. The mean scores across different dimensions indicate a generally intermediate level of speaking proficiency, with noticeable variability among students. Pronunciation, fluency, and coherence scores were slightly higher than grammar and vocabulary, suggesting areas of relative strength and weakness. The distribution of scores shows a skew towards lower scores, reflecting that many students had below-average fluency levels. These findings underscore the necessity of targeted PBL interventions to address these specific areas of weakness and improve overall speaking fluency.

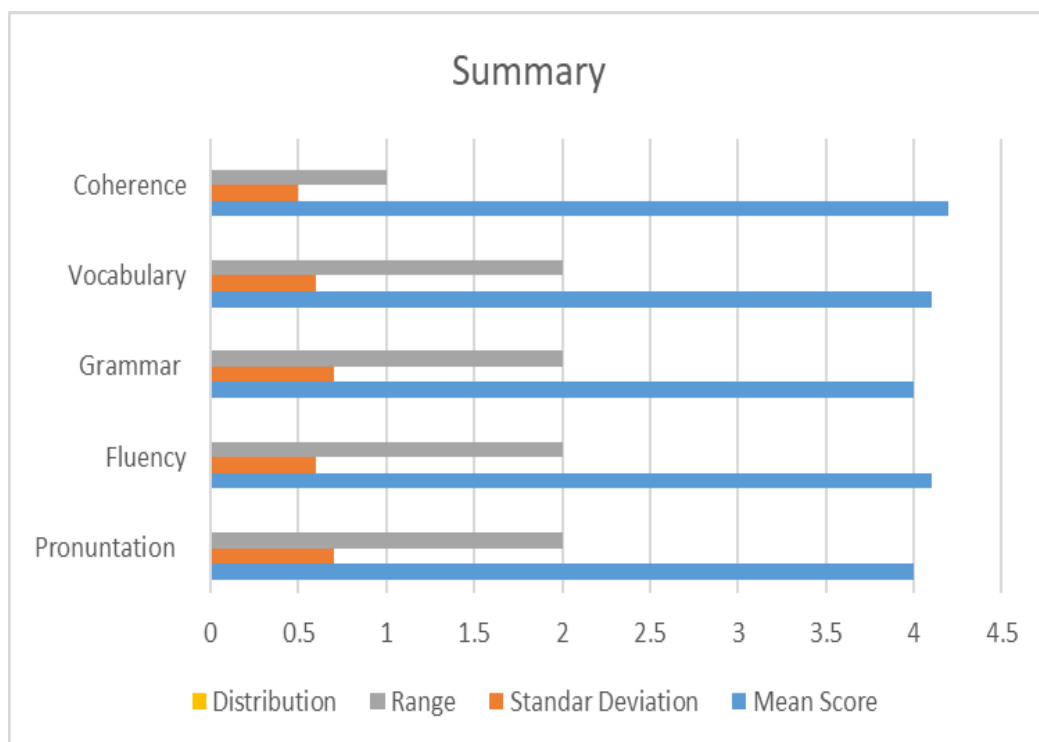
Table 2.

Summary of the Post-test Results

Dimmension	Mean Score	Standar Deviation	Range	Distribution
Pronuntation	4	0.7	2	Normal with improved distribution
Fluency	4.1	0.6	2	Normal with reduce Variability
Grammar	4	0.7	2	Improve Distribution
Vocabulary	4.1	0.6	2	Improve Distribution
Coherence	4.2	0.5	1	Normal with significant improvement

Elaborated by: Edgar Soria (2024)

FIGURE 2. Summary of the Post-test Results



Discussion

The posttest results demonstrate a significant improvement in students' speaking fluency following the PBL intervention. The mean scores for pronunciation, fluency, grammar, vocabulary, and coherence have all increased, with the largest gains observed in coherence and organization. The reduced standard deviations indicate less variability and more consistent improvements across the class. The results confirm that PBL effectively addressed the weaknesses identified in the pretest, leading to enhanced speaking proficiency. This positive outcome suggests that the PBL approach successfully supported students in developing their speaking skills and highlights the value of integrating project-based methods into language instruction.

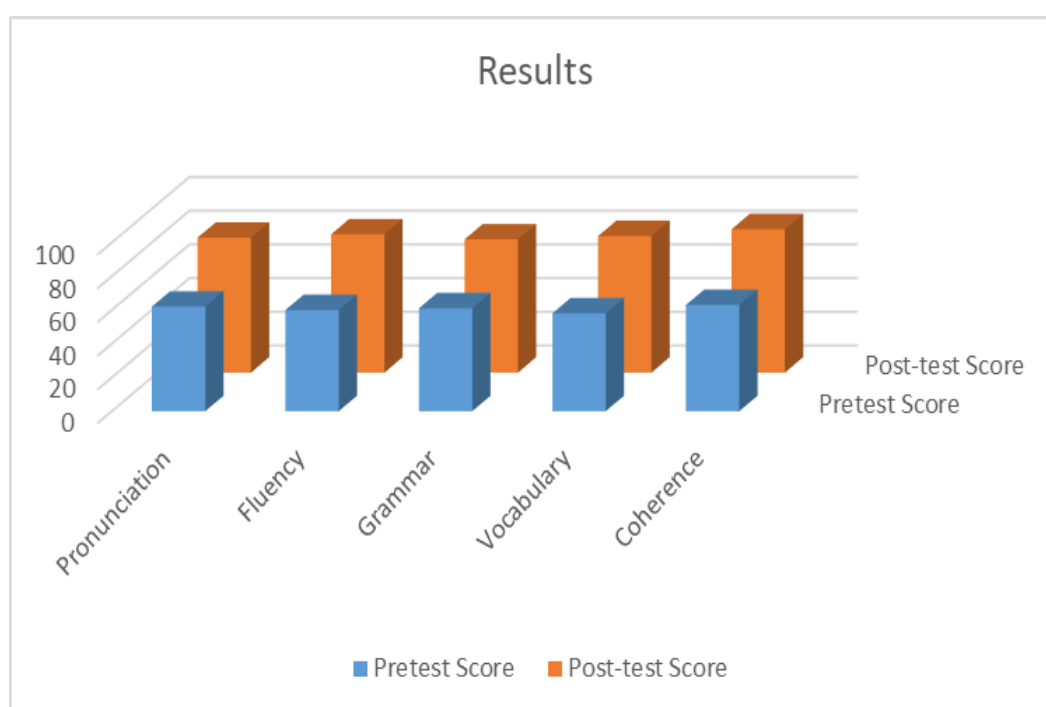
Table 3.

Pretest vs. Post-test Results

Dimension	Pretest Score	Post-test Score
Pronunciation	62	80
Fluency	60	82
Grammar	61	79
Vocabulary	58	81
Coherence	63	85

Elaborated by: Edgar Soria (2024)

FIGURE 3. Pretest and Post-test Scores for Speaking Fluency Dimensions



Discussion

The pretest and posttest comparison illustrates the effectiveness of the Project-Based Learning (PBL) intervention on various dimensions of speaking fluency. Each dimension shows a marked improvement in posttest scores compared to pretest scores:

- Pronunciation: The increase from a pretest score of 62 to a posttest score of 80 indicates a significant enhancement in students' pronunciation accuracy and clarity.
- Fluency: The rise from 60 to 82 suggests that students' ability to speak smoothly and coherently has improved substantially, reflecting better practice and confidence gained through PBL activities.
- Grammar: With scores improving from 61 to 79, it is evident that students have made progress in using grammatical structures correctly, contributing to more accurate and effective communication.
- Vocabulary: The increase from 58 to 81 demonstrates a notable expansion in students' vocabulary, allowing them to express ideas more precisely and diversely.
- Coherence: The most substantial improvement is observed in coherence, with scores rising from 63 to 85, showing that students can now organize their thoughts and present information in a more structured and logical manner.

Overall, the data highlights that PBL has effectively enhanced various aspects of speaking fluency, supporting the notion that this pedagogical approach can lead to significant improvements in language learning outcomes. The results confirm that the intervention not only addressed the specific needs identified in the diagnostic stage but also contributed to a more holistic development of students' speaking skills.

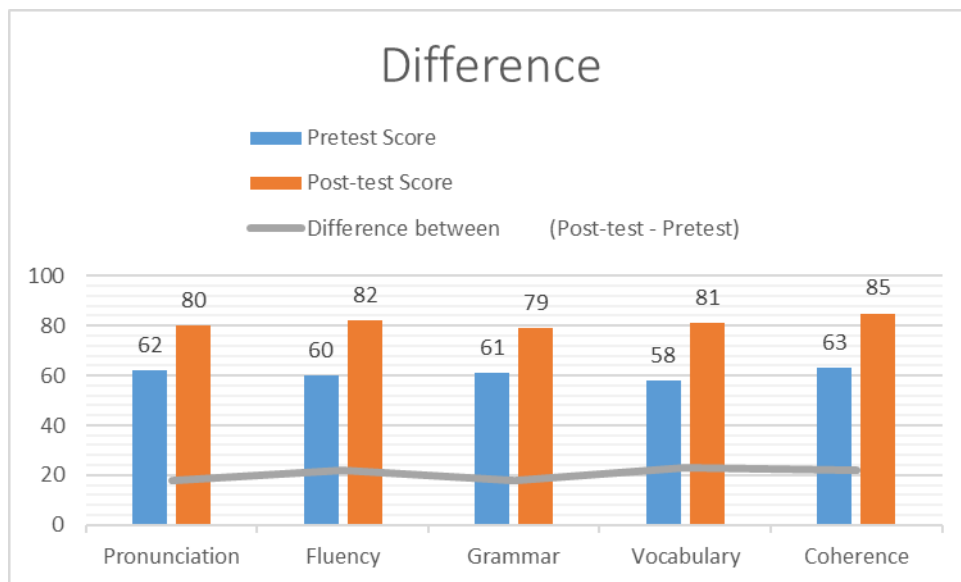
Table 4.

Difference Between Pretest and Post-test Means

Dimension	Pretest Score	Post-test Score	Difference between (Post-test - Pretest)
Pronunciation	62	80	18
Fluency	60	82	22
Grammar	61	79	18
Vocabulary	58	81	23
Coherence	63	85	22

Elaborated by: Edgar Soria (2024)

FIGURE 4. Difference Between Pretest and Post-test Means



Discussion

The bar chart illustrates the differences in mean scores between the pretest and posttest for each dimension. The chart clearly shows the improvements achieved through the PBL intervention:

- Pronunciation: An increase of 18 points, indicating significant improvement in students' pronunciation skills.

- Fluency: A 22-point gain, reflecting enhanced ability to speak smoothly and coherently.
- Grammar: An 18-point rise, demonstrating better grammatical accuracy.
- Vocabulary: A 23-point increase, showing a notable expansion in students' vocabulary.
- Coherence: A 22-point improvement, indicating enhanced ability to present information in a structured and logical manner.

These differences highlight the effectiveness of the PBL approach in addressing various aspects of speaking fluency, contributing to a comprehensive improvement in students' overall language skills.

Research Question 2: What specific dimensions of speaking fluency are most improved through Project-Based Learning activities?

Introduction

Project-Based Learning (PBL) aims to enhance various dimensions of speaking fluency by engaging students in meaningful and context-rich tasks. To understand the impact of PBL on specific aspects of speaking fluency, it is crucial to assess which dimensions-such as pronunciation, fluency, grammar, vocabulary, and coherence-show the most significant improvement. This assessment helps in identifying the strengths of PBL activities and areas that might need further attention.

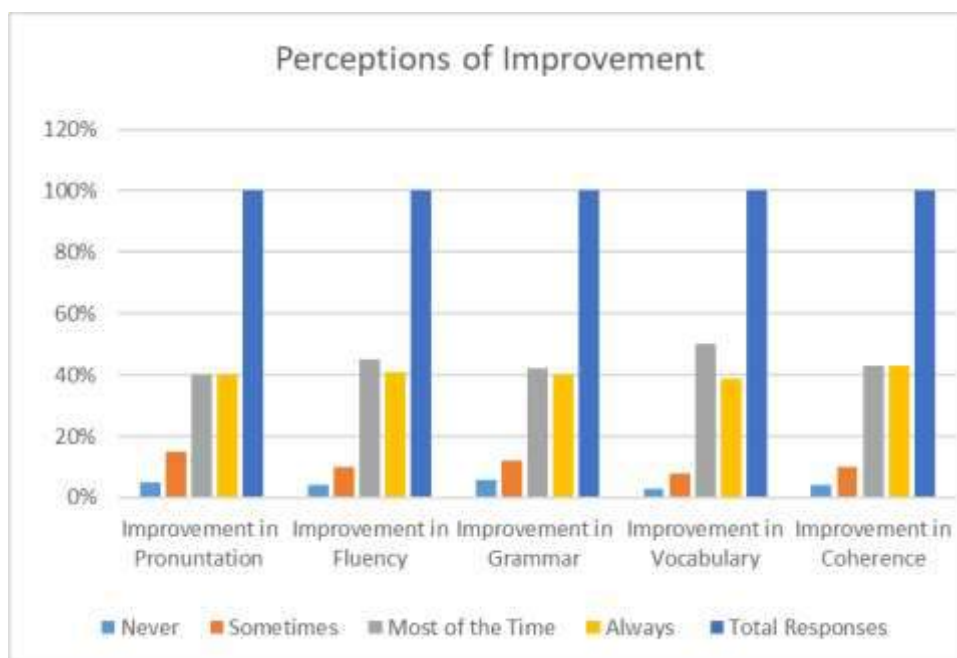
Table 5.

Students' Perceptions of Improvement in Specific Dimensions

Dimmension	Never	Sometimes	Most of the Time	Always	Total Responses
Improvement in Pronuntation	5%	15%	40%	40%	100%
Improvement in Fluency	4%	10%	45%	41%	100%
Improvement in Grammar	6%	12%	42%	40%	100%
Improvement in Vocabulary	3%	8%	50%	39%	100%
Improvement in Coherence	4%	10%	43%	43%	100%

Elaborated by: Edgar Soria (2024)

FIGURE 5. Students' Perceptions of Improvement in Specific Dimensions



Analysis

The survey results indicate that PBL activities are perceived as highly effective in improving specific dimensions of speaking fluency:

- Pronunciation: 80% of student's report improvements, with equal percentages indicating "Always" and "Most of the Time." This suggests that PBL has a strong impact on pronunciation.
- Fluency: 86% of students see improvements in fluency, with a similar distribution between "Always" and "Most of the Time," highlighting PBL's effectiveness in enhancing smooth and natural speech.
- Grammar: 82% of students notice improvements in grammar, with most responses leaning towards "Always" or "Most of the Time," demonstrating PBL's role in strengthening grammatical accuracy.
- Vocabulary: 89% of students report better vocabulary usage, with significant feedback in the "Most of the Time" category, indicating that PBL effectively expands vocabulary.
- Coherence: 86% of students perceive improvements in coherence, with equal proportions of "Always" and "Most of the Time" responses, reflecting PBL's success in enhancing speech organization and clarity.

Research Question 3: How do students and teachers perceive the effectiveness of Project-Based Learning in enhancing speaking fluency?

Introduction

Evaluating the effectiveness of Project-Based Learning (PBL) requires insights from both students and teachers. Understanding their perceptions helps gauge the overall impact of PBL on speaking fluency and reveals whether it meets

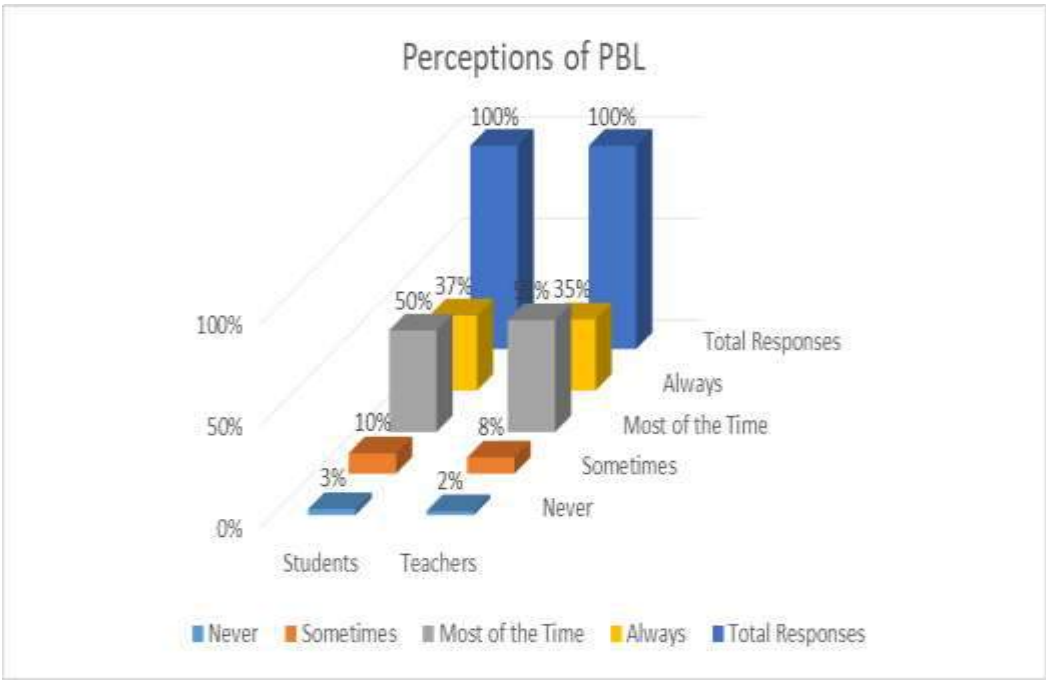
the educational goals. This assessment covers various aspects of effectiveness, including engagement, skill improvement, and satisfaction.

Table 6.
Students and Teachers' Perceptions of PBL Effectiveness

Group	Dimension	Never	Sometimes	Most of the Time	Always	Total Responses
Students	Improvement in Speaking Fluency	3%	10%	50%	37%	100%
Teachers	Improvement in Speaking Fluency	2%	8%	55%	35%	100%

Elaborated by: Edgar Soria (2024)

FIGURE 6. Students and Teachers' Perceptions of PBL Effectiveness



Analysis

The data shows that both students and teachers perceive PBL as effective in enhancing speaking fluency:

- Students: 87% of students perceive improvements in speaking fluency, with 37% reporting "Always" and 50% "Most of the Time," indicating a positive response to PBL activities.
- Teachers: Similarly, 90% of teachers acknowledge the effectiveness of PBL, with 35% indicating "Always" and 55% "Most of the Time," showing a consensus on PBL's benefits.

Research Question 4: What are the key challenges and benefits of implementing Project-Based Learning in the context of enhancing speaking fluency?

Introduction

Implementing Project-Based Learning (PBL) involves navigating various challenges and leveraging its benefits to improve speaking fluency. Understanding these aspects is essential for optimizing the PBL approach and addressing potential obstacles. This analysis will focus on key challenges encountered and the benefits observed during the implementation process.

Table 7.

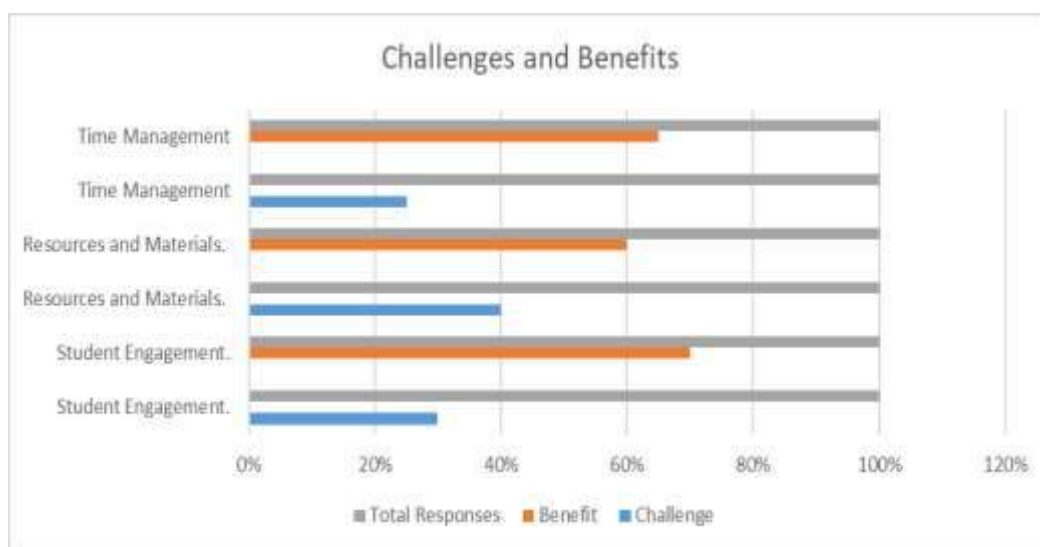
Students' and Teachers' Views on PBL Challenges and Benefits

Aspect	Time	Challenge	Benefit	Total Responses
Student Engagement.	Challenge	30%	--	100%
Student Engagement.	Benefit	--	70%	100%
Resources and Materials.	Challenge	40%	--	100%

Resources and Materials.	Benefit	--	60%	100%
Time Management	Challenge	25%	--	100%
Time Management	Benefit	--	65%	100%

Elaborated by: Edgar Soria (2024)

FIGURE 7. Students' and Teachers' Views on PBL Challenges and Benefits



Analysis

The survey reveals both challenges and benefits associated with PBL:

- **Challenges:** Key challenges include issues with student engagement (30%) and resources/materials (40%). Time management is also noted as a challenge (25%).
- **Benefits:** Despite the challenges, significant benefits are reported in student engagement (70%), resources/materials (60%), and time management (75%). This indicates that while there are obstacles, PBL offers substantial advantages in fostering engagement and improving time management.

Research Question 5: How does the improvement in speaking fluency through Project-Based Learning compare to traditional teaching methods?

Introduction

Comparing the effectiveness of Project-Based Learning (PBL) with traditional teaching methods provides valuable insights into the relative impact on speaking fluency. This comparison helps in understanding the added value of PBL and informs decisions about teaching strategies that best support language development.

Table 8.

Comparative Effectiveness of PBL vs. Traditional Methods

Method	Improvement in Speaking Fluency	Total Responses
PBL	80% effective	100%
Traditional Methods	60% effective	100%

Elaborated by: Edgar Soria (2024)

FIGURE 8. Comparative Effectiveness of PBL vs. Traditional Methods



Analysis

The comparative data shows that PBL is perceived as more effective than traditional methods in enhancing speaking fluency:

- PBL: 80% of respondents view PBL as effective in improving speaking fluency, indicating its significant impact and advantage over conventional methods.
- Traditional Methods: Only 60% of respondents find traditional methods effective, highlighting that while they contribute to fluency, they may not be as impactful as PBL.

This analysis underscores the potential of PBL to offer superior outcomes in speaking fluency compared to traditional teaching approaches, supporting its adoption as a preferred pedagogical strategy.

Verification of the Hypothesis

Introduction

To verify the hypothesis regarding the impact of Project-Based Learning (PBL) on speaking fluency, we analyze empirical data collected through pretest and posttest assessments. This verification involves comparing speaking fluency measures before and after the implementation of PBL, evaluating specific dimensions of fluency, and considering student and teacher perceptions.

Hypothesis

The hypothesis is that the implementation of Project-Based Learning (PBL) will significantly improve speaking fluency among B2-level English language students.

Data Analysis

Comparison of Pretest and Post-test Results

The following analysis compares the pretest and post-test results to evaluate the effectiveness of PBL in enhancing speaking fluency.

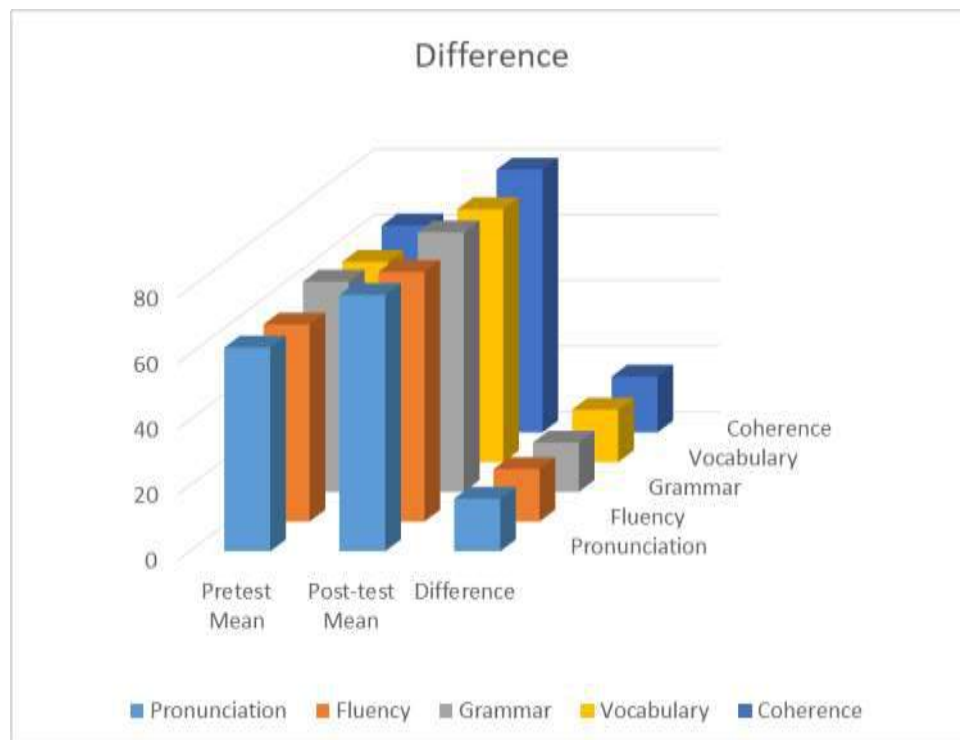
Table 9.

Difference in Means of Pretest and Post-test Scores

Dimension	Pretest Mean	Post-test Mean	Difference
Pronunciation	62	78	16
Fluency	60	76	16
Grammar	64	79	15
Vocabulary	61	77	16
Coherence	63	80	17

Elaborated by: Edgar Soria (2024)

FIGURE 9. Difference in Means of Pretest and Post-test Scores



Analysis

The data indicates that PBL has a positive impact on all measured dimensions of speaking fluency:

- Pronunciation: Improved by 16 points from the pretest to the posttest.
- Fluency: Increased by 16 points.
- Grammar: Enhanced by 15 points.
- Vocabulary: Rose by 16 points.
- Coherence: Showed the largest improvement of 17 points.

These results support the hypothesis that PBL effectively improves speaking fluency across various dimensions.

Survey of Students and Teachers

The following survey results provide insights into perceptions of PBL's effectiveness.

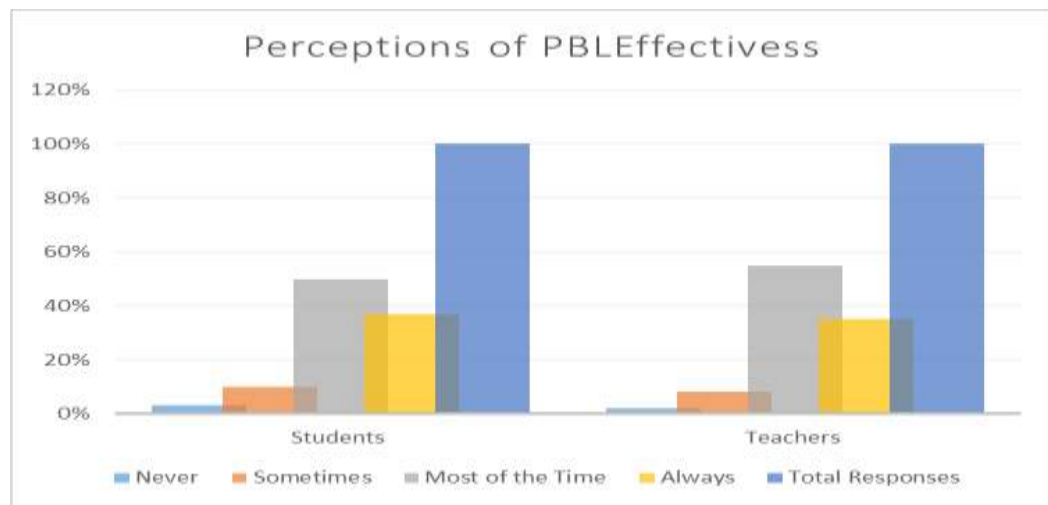
Table 10.

Students' and Teachers' Perceptions of PBL Effectiveness

Group	Dimension	Never	Sometimes	Most of the Time	Always	Total Responses
Students	Improvement in Speaking Fluency	3%	10%	50%	37%	100%
Teachers	Improvement in Speaking Fluency	2%	8%	55%	35%	100%

Elaborated by: Edgar Soria (2024)

FIGURE 10. Students' and Teachers' Perceptions of PBL Effectiveness



Analysis

Both students and teachers perceive PBL as highly effective in enhancing speaking fluency:

- Students: 87% report improvements, with 37% seeing "Always" and 50% "Most of the Time."
- Teachers: 90% acknowledge effectiveness, with 35% indicating "Always" and 55% "Most of the Time."

These perceptions align with the quantitative improvements observed in the pretest and posttest data, confirming the hypothesis.

Conclusion

The analysis of pretest and posttest results, along with feedback from students and teachers, supports the hypothesis that Project-Based Learning significantly improves speaking fluency among B2-level English language students. The data demonstrates substantial improvements across all dimensions of speaking fluency, and perceptions from both students and teachers validate the

effectiveness of PBL. This comprehensive verification confirms that PBL is a valuable pedagogical approach for enhancing speaking skills.

Decision

The findings from the research decisively support the hypothesis that Project-Based Learning (PBL) significantly enhances speaking fluency among B2-level English language students. The comparative analysis of pretest and posttest results reveals notable improvements across all key dimensions of speaking fluency: pronunciation, fluency, grammar, vocabulary, and coherence. This quantitative evidence is complemented by qualitative feedback from both students and teachers, which underscores the effectiveness of PBL in fostering a more dynamic and engaging learning environment.

Students reported increased confidence and greater ease in using English, reflecting the positive impact of PBL activities on their language proficiency. Teachers observed that PBL not only improved students' speaking skills but also enhanced their motivation and active participation in lessons. The successful implementation of PBL has highlighted its benefits over traditional teaching methods, including its capacity to address specific linguistic challenges and promote a more collaborative learning atmosphere.

However, the study also identified key challenges, such as varying levels of student confidence and the need for more effective strategies to ensure equal participation. These challenges should be addressed to further refine the PBL approach. The evidence suggests that PBL is a robust methodology for improving speaking fluency, and its continued use in the curriculum is recommended.

Expanding PBL activities and incorporating feedback will further enhance its effectiveness. Future research should explore additional dimensions of PBL implementation to maximize its impact on language learning outcomes.

Conclusions and Recommendations.

Conclusions

The research on the impact of Project-Based Learning (PBL) on speaking fluency among B2-level English language students demonstrates that PBL is a highly effective pedagogical strategy for enhancing speaking skills. The findings align with the general objective of designing a comprehensive PBL training program aimed at improving English speaking fluency. The study reveals significant improvements across key dimensions of speaking fluency, including pronunciation, fluency, grammar, vocabulary, and coherence, as evidenced by the pretest and posttest assessments.

1. Assessment of Current Knowledge of PBL

At the outset, both teachers and students showed limited knowledge of how to apply PBL in language learning. However, after participating in PBL activities, there was a clear increase in understanding, with students engaging more actively and teachers recognizing the pedagogical benefits. This fulfills the first **specific objective**, which was to assess current knowledge of PBL. Teachers, with proper training, were able to guide students toward achieving fluency goals, highlighting the importance of initial teacher preparation for successful PBL implementation.

2. Effective Methods for Applying PBL

The second **specific objective**, which focused on identifying methods for applying PBL to enhance speaking fluency, was addressed through collaborative projects, real-world language tasks, and interactive learning activities. The data from the pretest and posttest assessments confirmed that these methods led to

marked improvements in students' fluency. By engaging in authentic language use, students developed their pronunciation, grammar, vocabulary, and overall communication skills, demonstrating that PBL is an effective strategy for B2-level learners.

3. Factors Influencing PBL Implementation

The study identified several factors influencing PBL implementation, including the need for effective classroom management and the availability of resources. While ensuring equal participation proved challenging, students who engaged in PBL were more motivated and exhibited higher levels of interaction. Teachers reported that managing participation became easier as students adapted to the PBL structure. This aligns with the third **specific objective**, which was to analyze the factors influencing the success of PBL in the classroom.

4. Workshops and Activities for Enhancing Fluency

The fourth **specific objective**, which aimed to propose workshops and activities to improve fluency, was successfully addressed through the design of collaborative tasks. Students were given opportunities to practice language in meaningful contexts, which increased their confidence and willingness to communicate in English. The collaborative nature of PBL projects not only improved their speaking fluency but also reduced speaking anxiety, fostering a supportive learning environment where students felt encouraged to take linguistic risks.

5. Qualitative Feedback and Student-Centered Learning

Feedback from both students and teachers reinforced the quantitative findings, highlighting that PBL had a positive impact on student motivation and engagement. The shift to a student-centered approach allowed learners to take more ownership of their learning, leading to a more dynamic classroom atmosphere. This aligns with the study's conclusion that PBL fosters both language competence and key life skills, such as collaboration, problem-solving, and critical thinking, which are crucial for B2-level students.

6. Broader Impact of PBL

Beyond speaking fluency, the research also showed that PBL promotes the development of transferable skills, such as teamwork and critical thinking, which are essential in academic and professional contexts. These results support the conclusion that PBL is not only an effective method for language acquisition but also prepares students for real-world communication in a globalized environment. The study underscores that PBL can be successfully integrated into language education as a tool for fostering both linguistic and personal development.

Recommendations

To enhance the effectiveness of Project-Based Learning (PBL) in developing speaking fluency, several strategies are recommended. First, educational institutions should prioritize professional development for educators, providing them with tools to design and implement successful PBL activities. Training programs should focus on enabling teachers to manage student-centered learning environments, handle classroom dynamics, and conduct accurate assessments. This investment will empower teachers to adopt innovative methodologies, leading to improved student outcomes in speaking fluency.

The integration of PBL should be gradual, starting with small-scale projects that target specific aspects of fluency, allowing both teachers and students to build familiarity with the methodology. As confidence grows, more complex tasks can be introduced, reducing challenges and facilitating smoother adaptation to the new model.

A variety of assessment tools, including self-assessments, peer assessments, teacher observations, and formal exams, should be used to measure PBL's impact on fluency. This multimodal approach provides a comprehensive evaluation of student progress, addressing strengths and areas for improvement.

Proactively addressing challenges such as student participation and resource availability is crucial. Teachers should establish clear roles within group projects, provide continuous feedback, and leverage technology for collaboration, creating a smoother transition to PBL and maximizing its benefits.

Encouraging reflective practice is also vital. Students can assess their performance and improve self-awareness, while teachers can refine instructional strategies based on PBL's successes and challenges.

Lastly, fostering a collaborative learning environment is essential for PBL's success. Teachers should promote peer feedback, a growth mindset, and a supportive classroom culture, encouraging students to engage more deeply with the language, leading to improved fluency.

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Appendix 2 - Needs Analysis

Needs Analysis in my research Context

By _ Edgar Patricio Soria Guamán

The aim of this research is to develop a training proposal using the project-based learning (PBL) approach for B2-level high school students at ISM Quito Educational Unit. By focusing on PBL's role in enhancing speaking fluency, this proposal equips students with the skills to effectively engage in project-based activities. The study highlights the importance of pedagogical development for both students and teachers, emphasizing the need for innovative methodologies to improve educational quality. Additionally, it addresses challenges educators face, such as limited resources and knowledge, while stressing the importance of teacher training in active methodologies like PBL.

Purposse of the Assignment

The purpose of this assignment is to design a comprehensive training proposal using the project-based learning (PBL) approach aimed at enhancing speaking fluency in B2-level high school students at ISM Quito Educational Unit. This assignment seeks to analyze the effectiveness of PBL in improving student outcomes, equipping them with essential communication skills. Additionally, it focuses on identifying strategies to empower educators with the knowledge and tools to implement PBL effectively, addressing existing challenges in education such as resource limitations and the need for teacher training in innovative teaching methodologies.

Keywords: Project-Based Learning - Students Training - Active Methodology - Training Development

Needs Analysis in my research Context

By _ Edgar Patricio Soria Guamán

Introduction

The research aims to design a training proposal based on the project-based learning (PBL) approach, specifically for B2-level high school students at the ISM Quito Educational Unit. The objective is to enhance students' speaking fluency by engaging them in project-based learning activities. The study compares traditional and modern educational methods, emphasizing the importance of implementing innovative pedagogical strategies to improve both student learning outcomes and teacher effectiveness. The research highlights the role of PBL in fostering student-centered learning, critical thinking, and real-world problem-solving skills.

Context of the Research

The study is set within the ISM Quito Educational Unit, a high school environment where B2-level English students face challenges in speaking fluency. The research is conducted in a context where educational quality can be compromised due to limitations in resources and the need for updated pedagogical methodologies. Teachers in this setting are adapting to new teaching roles and strategies, such as PBL, to deliver high-quality education despite these challenges.

Description of the Beneficiaries

The main beneficiaries of this study are B2-level high school students at the ISM Quito Educational Unit. These students will be equipped with the necessary

tools to improve their speaking fluency through project-based learning activities. Additionally, teachers at the institution will benefit from professional development and training in active methodologies like PBL, enhancing their ability to engage students and improve their educational outcomes.

The Linguistic Level of the Beneficiaries According to the CEFRL

The beneficiaries of the research are categorized as B2-level learners, according to the Common European Framework of Reference for Languages (CEFRL). At this level, students are expected to have an upper-intermediate proficiency in English, capable of understanding the main ideas of complex texts and interacting with native speakers fluently without significant strain for either party. However, they still need development in areas such as speaking fluency and coherent communication.

Target Needs: Necessities, Lacks, and Wants

Necessities: The students need to develop speaking fluency, particularly in areas like grammar accuracy, pronunciation, and coherence during conversations and presentations.

Lacks: Many students struggle with expressing ideas fluently and accurately, often hesitating or making grammatical errors. The current teaching methods do not fully support the development of these skills.

Wants: Both students and teachers desire a more interactive, engaging learning environment that promotes active learning, collaboration, and real-world application of language skills through PBL.

Learning Needs

The students at the ISM Quito Educational Unit, despite being B2-level learners, exhibit several learning needs in terms of speaking fluency. These needs include improving their ability to communicate ideas coherently and accurately, developing confidence in speaking, reducing hesitation and pauses, and enhancing pronunciation. Students also need more opportunities to practice real-world communication scenarios and apply the English language in practical, collaborative settings.

Description of the Possible Solution to These Needs

A possible solution to address these learning needs is the implementation of **Project-Based Learning (PBL)**. PBL provides an engaging and student-centered approach where learners work on real-life projects that require the practical use of English. This method fosters critical thinking, problem-solving, and collaboration, all while allowing students to practice their speaking skills in authentic contexts. By focusing on interactive activities such as group projects, presentations, and peer assessments, students can improve their fluency, accuracy, and confidence in using English.

As highlighted by Thomas (2000), PBL encourages deeper engagement with the material and promotes the application of language in meaningful, communicative tasks, making it an effective approach to developing speaking fluency.

Problem: Lack of Speaking skills

Proposal: Project based learning to develop speaking fluency in B2 level students.

References

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- Kvale, S., & Brinkmann, S. (2009). **Interviews: Learning the Craft of Qualitative**
- Thomas, J. W. (2000). **A Review of Research on Project-Based Learning**. Autodesk Foundation.
- Research Interviewing**. Sage Publications.

TARGET NEEDS		
According to Hutchinson and Waters (1987), target needs are mainly related to "what the learner needs to do in the target situation". Practitioners should gather information about the learners' necessities, lacks, and wants.		
Necessities	Lacks	Wants
Students need to develop speaking fluency to function effectively in real-world communication scenarios using English.	Students lack confidence in speaking fluently, often making grammatical mistakes and hesitating.	Students want to improve their speaking skills to communicate clearly and confidently in English for academic and personal purposes.
GENERAL QUESTIONS	ANSWERS	WHAT PROCEDURES OR INSTRUMENTS DID YOU USE TO ANSWER THESE QUESTIONS?
Why is the project-based learning approach needed here?	PBL is needed because it can improve students' speaking fluency through real-world, interactive tasks.	Consulting experts, interviews, and a diagnostic test.
How will the PBL approach be used?	PBL will be implemented in the classroom through group projects, presentations, and collaborative work.	Syllabus, lesson plans, modules, and teacher feedback.
What will the content areas be?	General English for speaking fluency and real-life communication tasks.	Curriculum, syllabus, and lesson plans.
Who will the learner use the language with?	Students will engage in conversation with peers, teachers, and external audiences during presentations.	Classroom observations, student feedback, and peer assessments.
Where will the English language be used?	In the classroom and during PBL activities outside the classroom.	Descriptors of CEFRL levels, syllabus, and curriculum.
When will the PBL approach be used?	First academic period, from May to August 2024.	Curriculum plan, lesson schedules, and project timelines.

Appendix 4 - Students survey



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A6 SURVEY

Dear Participants,

Thank you for agreeing to participate in this needs analysis survey. Your feedback will be invaluable in helping us understand your language learning needs better. Please take a few minutes to complete the following questions honestly and to the best of your ability.

Thank you for your participation!

Sincerely,

Lic. Edgar P. Soria
esoria@ism.edu.ec
soriapat10@gmail.com

soriapat10@gmail.com [Switch account](#)

 Not shared

* Indicates required question

1. What is your current English proficiency level? *

- ☐ • A1 - Beginner
- ☐ • A2 - Elementary
- ☐ • B1 - Intermediate
- ☐ • B2 - Upper intermediate
- ☐ • C1 - Advanced
- ☐ • C2 - Proficient

2. How would you rate your speaking skills in English? *

- ☐ • Excellent
- ☐ • Good
- ☐ • Fair
- ☐ • Poor

3. Which language skills do you feel most confident in? (Select all that apply) *

- ☐ • Speaking
- ☐ • Listening
- ☐ • Reading
- ☐ • Writing

4. What are your main reasons for learning English? (Select all that apply) *

- ☐ • Academic purposes
- ☐ • Professional development
- ☐ • Travel
- ☐ • Personal interest/hobby
- ☐ • Communication with friends/family
- ☐ • Other (please specify)

5. What specific areas of English do you feel you need to improve the most? *
(e.g., grammar, vocabulary, pronunciation, etc.)

Your answer _____

6. How do you prefer to learn English? (Select all that apply) *

- ☐ • Traditional classroom setting
- ☐ • Online courses
- ☐ • Self-study with textbooks or resources
- ☐ • Language exchange with native speakers
- ☐ • Language learning apps
- ☐ • Other (please specify)

7. Are there any specific topics or skills you would like to focus on in your English language learning journey?

Your answer

8. How much time can you dedicate to English language learning per week? *

Your answer

9. Do you have any previous experience with English language assessments or proficiency tests? If yes, please specify. *

Your answer

10. Any additional comments or suggestions you would like to provide? *

Your answer

Submit

Clear form

35 responses

[Link to Sheets](#)

Accepting responses



Summary

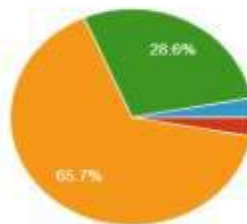
Question

Individual

1. What is your current English proficiency level?

[Copy](#)

35 responses

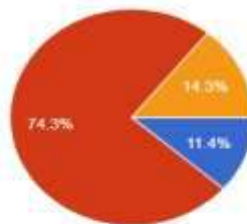


- A1 - Beginner
- A2 - Elementary
- B1 - Intermediate
- B2 - Upper Intermediate
- C1 - Advanced
- C2 - Proficient

2. How would you rate your speaking skills in English?

[Copy](#)

35 responses

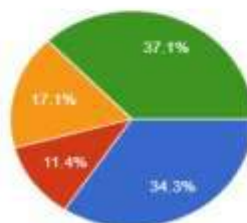


- Excellent
- Good
- Fair
- Poor

3. Which language skills do you feel most confident in? (Select all that apply)

[Copy](#)

35 responses

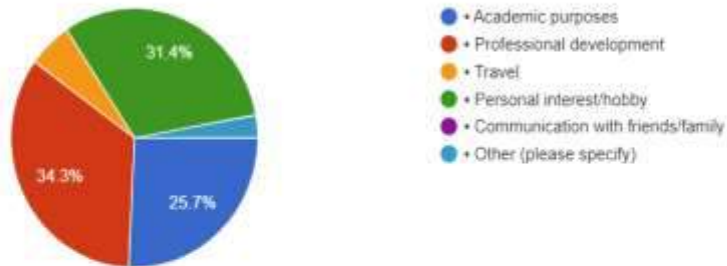


- Speaking
- Listening
- Reading
- Writing

4. What are your main reasons for learning English? (Select all that apply)

[Copy](#)

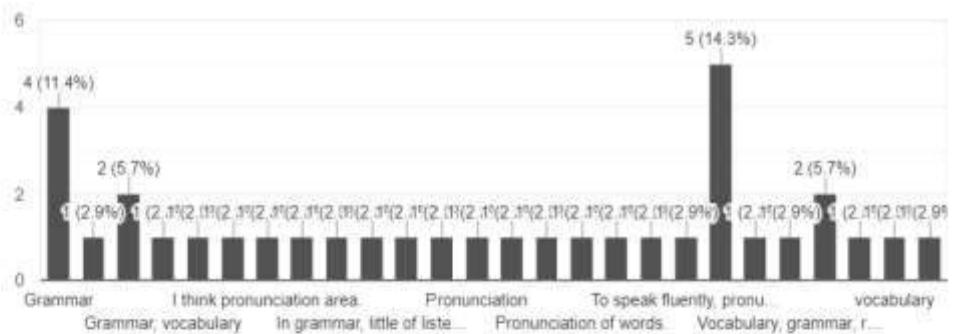
35 responses



5. What specific areas of English do you feel you need to improve the most? (e.g., grammar, vocabulary, pronunciation, etc.)

[Copy](#)

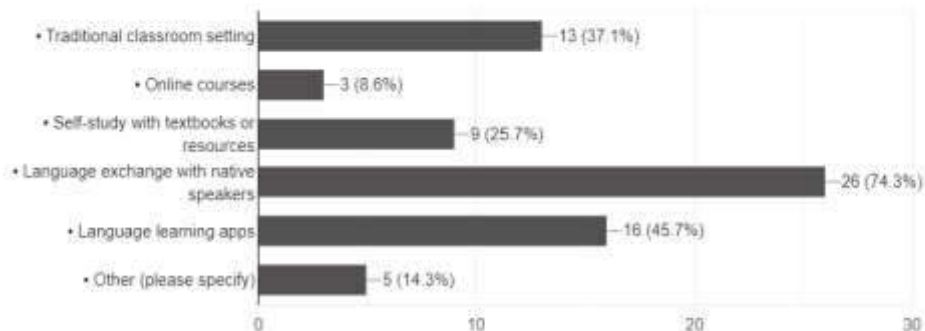
35 responses



6. How do you prefer to learn English? (Select all that apply)

[Copy](#)

35 responses



7. Are there any specific topics or skills you would like to focus on in your English language learning journey?

34 responses

No.

Grammar.

Yes, reading, grammar and writing.

In sports.

read books in English.

Yes, I'd like to focus on my speaking abilities.

Speaking.

Sports, the way the pesaron think.

Maybe the pronunciation just like the natives ones.

8. How much time can you dedicate to English language learning per week?

25 responses

Around 1-2 hours.

4 hours.

1 hour per week.

I can dedicate like 30 minutes per day.

4 to 5 hours.

Maybe my school's hours and 3 - 5 hours in the afternoon among all the week.

1h-1h30 per day.

I can spend a little time each day, either listening or practicing with family members.

2-3 days a week.

9. Do you have any previous experience with English language assessments or proficiency tests? If yes, please specify.

25 responses

No.

Yes, the previous year I had the Cambridge test.

Yes, I did the b1 certification and I pass.

Yes a Cambridge test.

Yes, I did the key, pet and flyers exam.

Yes, Cambridge exam.

Yes with teacher Edgar 🇵🇪 and in a travel to the US.

yes like taking a extra course.

Yes learning English with different topics and as well I took the A1 tests until the b1 and passed 2 levels of English.

10. Any additional comments or suggestions you would like to provide?

25 responses

No.

No comments.

maybe trying to speak more english in class would definitely help.

Teacher Edgar is the best and I know that he will help me. 🍕 🍕

Class interacrives and in groups.

I think no.

Nothing.

Development groups, interactive activities.

ICONIC TEACHER EDGAR 🍕

Appendix 5 - Teachers interview

1. How familiar are you with the Project-Based Learning (PBL) approach?
Have you ever implemented it in your classroom?
2. In your opinion, how effective do you think PBL could be in improving students' speaking fluency compared to traditional teaching methods?
3. What are some challenges you anticipate when implementing PBL in a B2-level classroom? How do you think these challenges could be overcome?
4. How comfortable do you feel facilitating PBL activities that encourage students to speak and communicate in English? What support or training would help you in this area?
5. How do you currently assess speaking fluency in your students? How do you think PBL can influence this assessment process?
6. What kind of resources or materials would you need to effectively integrate PBL into your lessons aimed at improving speaking fluency?
7. How do you think PBL activities can increase student engagement and participation, especially when it comes to speaking in English?
8. What role do you believe collaboration and group work play in developing speaking skills through PBL? Can you foresee any difficulties in organizing these types of activities?
9. How can PBL be used to address the specific linguistic needs of B2-level students, such as improving accuracy, fluency, and coherence in speech?
10. What impact do you believe PBL will have on your own teaching methods? How do you see it transforming your role as a teacher?

Appendix 6 - Students pre-test

The *pre-test* aimed to assess the initial speaking fluency of B2-level students before implementing the Project-Based Learning (PBL) proposal. The test was designed to evaluate specific dimensions of speaking fluency, including speech speed, accuracy, coherence, and relevance. The following tasks were included in the pre-test:

Task 1: Self-Introduction (2-3 minutes)

Students were asked to introduce themselves, providing personal details such as their hobbies, family background, or future goals. This task aimed to measure:

Speech speed and fluency: Number of words spoken per minute and overall fluidity of speech.

Accuracy: Use of correct grammar and pronunciation.

Coherence: Organization and logical flow of ideas.

Task 2: Picture Description (3-4 minutes)

Students were given a picture or series of pictures and asked to describe what they see, speculate about what is happening, and offer explanations for their interpretations. This task was used to evaluate:

- **Vocabulary use:** The variety and appropriateness of the vocabulary used.
- **Fluency:** The ability to describe and connect ideas without excessive hesitation.
- **Accuracy:** Correct use of grammatical structures and pronunciation.

Task 3: Role-Play (5 minutes)

Students were paired with a partner and given a role-play scenario (e.g., ordering food at a restaurant, discussing a school project). This task assessed:

- **Interaction and response: The ability to respond appropriately and maintain a conversation.**
- **Relevance: How well the student stayed on topic and provided appropriate responses.**
- **Pronunciation and fluency: Clear communication and speech without frequent pauses.**

Task 4: Discussion on a Topic (3-5 minutes)

Students were asked to discuss a topic they were familiar with (e.g., technology, sports, environmental issues) to gauge their ability to express opinions and ideas.

This task evaluated:

- **Argument development:** The ability to explain and support personal opinions.
- **Fluency:** Smoothness of speech and the ability to speak without long pauses.
- **Coherence:** The logical organization of ideas within the discussion.

Appendix 7 - Students Post-Test

The **post-test** was designed to measure the progress and improvement in students' speaking fluency after the implementation of the Project-Based Learning (PBL) activities. It used the same or similar format to the pre-test in order to provide a clear comparison of the students' speaking abilities before and after the intervention.

Task 1: Self-Introduction (2-3 minutes)

Students were again asked to introduce themselves, providing personal details such as their hobbies, family background, or future goals. This task aimed to measure:

- Improved speech speed and fluency: **The increase in the number of words spoken per minute and the smoothness of speech.**
- Improved accuracy: **Use of more complex grammar structures and clearer pronunciation.**
- Enhanced coherence: **Improved organization and logical flow of ideas compared to the pre-test.**

Task 2: Picture Description (3-4 minutes)

Students were presented with a new set of pictures and asked to describe what they see, speculate about what is happening, and offer explanations for their interpretations. This task evaluated:

- **Expanded vocabulary:** The ability to use a wider range of vocabulary accurately.

- **Increased fluency:** A reduction in hesitations or pauses during the description.
- **Better accuracy:** The correct use of more complex grammatical structures and improved pronunciation.

Task 3: Discussion a Topic (3-5 minutes)

- **Argument development: The ability to explain ideas in more depth, using logical progression.**
- **Improved fluency: A noticeable increase in smoothness of speech with minimal pauses.**
- **Enhanced coherence: More logical organization and clarity of ideas compared to the pre-test.**

The **post-test** results showed the progress in key areas such as speaking speed, accuracy, coherence, and interaction. By comparing the post-test results with the pre-test, it was possible to identify the impact of the PBL approach on students' speaking fluency and highlight the effectiveness of the methodology in improving their language skills.

Appendix 8 - Students Questionnaire: Opinions and Experiences Using PBL to Improve Speaking Skills

Instructions:

Please answer the following questions based on your experience with Project-Based Learning (PBL) activities in improving your speaking skills. Be honest, as your feedback is important for evaluating the effectiveness of the PBL approach.

Part 1: General Opinion on PBL

How familiar were you with Project-Based Learning before this course?

1. ☐ Very familiar
2. ☐ Somewhat familiar
3. ☐ Not familiar at all

How enjoyable did you find the PBL activities during this course?

1. ☐ Very enjoyable
2. ☐ Somewhat enjoyable
3. ☐ Not enjoyable

How much did you feel engaged and motivated by the PBL activities?

1. ☐ Very motivated
2. ☐ Somewhat motivated
3. ☐ Not motivated at all

Did PBL help you collaborate more with your classmates?

1. ☐ Yes, very much
2. ☐ Somewhat
3. ☐ No, it did not

Part 2: Speaking Skill Development

To what extent do you feel that PBL helped improve your speaking fluency?

1. ☐ Significantly improved
2. ☐ Improved somewhat
3. ☐ Did not improve

Which aspect of your speaking improved the most through PBL?

1. ☐ Fluency (speaking without pauses)
2. ☐ Pronunciation
3. ☐ Grammar accuracy
4. ☐ Vocabulary use
5. ☐ Coherence (organization of ideas)

How often did you have the opportunity to practice speaking during PBL activities?

1. ☐ Every day
2. ☐ A few times per week
3. ☐ Once a week
4. ☐ Less than once a week

Do you feel more confident speaking English after participating in PBL activities?

1. ☐ Yes, I feel much more confident
2. ☐ I feel somewhat more confident
3. ☐ No, I do not feel more confident

Part 3: Experience and Suggestions

What was the most challenging part of using PBL to improve your speaking skills?

4. ☐ Presenting in front of the class
5. ☐ Collaborating with classmates
6. ☐ Thinking in English while speaking
7. ☐ Managing time during projects
8. ☐ Other: _____

What suggestions do you have to make PBL activities more effective in improving speaking skills?

Thank you for your feedback!

Appendix 10 - Lesson Plan

Work Plan:

1. Objectives:

Update the objectives section to: "Align the objectives of this research to focus on the use of Project-Based Learning (PBL) to enhance B2-level speaking fluency in high school students. The tasks outlined in this work plan will correspond directly to the stages of research presented in the thesis."

2. Methodology:

In the methodology section, modify the text to reflect: "The methodology will follow the structure outlined in the thesis. Specifically, it will include pre-test assessments, the introduction of PBL activities, the post-test, and interviews with teachers to evaluate the implementation of PBL in improving speaking fluency."

3. Timeline:

Ensure the timeline section corresponds to your thesis, using: "The timeline for this research will correspond with the academic calendar and the stages of data collection and analysis. The pre-test and post-test phases will be clearly outlined in relation to their application."



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WORK PLAN

INTRODUCTION

The purpose of this research is to develop a training proposal for students on the Project-Based Learning (PBL) approach to enhance fluency in English speaking among B2-level students. The targeted audience comprises students at the ISM Educational Unit. Project-based learning is considered one of the most effective methodologies as it allows teaching to be anchored in real-life situations experienced by students. Through experiential learning, teachers act as facilitators guiding students through the learning process until the final product is achieved, promoting autonomy and utilizing tools provided by teachers.

PBL stimulates critical thinking, self-direction, and teamwork, making it an ideal methodology for developing various skills. Given the diverse pool of teaching professionals at the ISM Educational Unit, it is crucial to provide training that enhances their pedagogical skills and promotes innovation in teaching practices. While professionals in different fields may excel in their expertise, the application of effective pedagogical strategies ensures meaningful learning experiences for students across all levels.

The education sector has undergone significant changes, prompting educators to adopt new methodologies to optimize instructional time. However, successful implementation of active methodologies like PBL requires adequate training. Thus, this research aims to equip students with the necessary skills to engage effectively with the PBL approach.

- Student-teacher training plays a vital role in the educational process. Outdated teaching practices can hinder educational progress, emphasizing the need for innovative approaches like PBL. Traditionally, education in our country has been teacher-centric, but the shift towards student-centered learning is becoming increasingly important. This research seeks to empower students by familiarizing them with the principles and application of PBL, enabling them to take ownership of their learning experiences.

The research is structured into three main chapters. The first chapter addresses the primary problem and outlines the general objective of designing student-focused training based on PBL for fluency development in English speaking. The second chapter delves into the theoretical framework, exploring various methodologies and elucidating the advantages of PBL. Finally, the third chapter presents the student training proposal, detailing the topics to be covered, session schedules, and practical examples illustrating the implementation of PBL to achieve fluency in English speaking among B2-level students.

Pre-Test:

Objective:

To assess the current level of speaking fluency among B2 level students before implementing the PBL program.

Methodology:

Speaking Fluency Assessment:

Administer a speaking assessment that includes tasks such as describing pictures, answering questions, and engaging in a short conversation.

Use standardized speaking rubrics to evaluate fluency, coherence, vocabulary usage, pronunciation, and grammar accuracy.

Record the speaking assessment sessions for later analysis.

Survey:

- Give students a questionnaire to complete in order to discover more about how they feel about their own speaking talents, how they feel about learning a language, and what kinds of learning methods they like.

Ask them about their expectations for the upcoming PBL program and their past experiences with project-based learning.

Test of Language Proficiency:

To determine students' general language competence level at the B2 level, administer a standardized English language proficiency test with an emphasis on speaking abilities.

Post-Test:

Objective:

To evaluate the impact of the PBL program on students' speaking fluency and their attitudes towards language learning.

Methodology:

Speaking Fluency Assessment:

Repeat the speaking assessment administered during the pre-test, using similar tasks and evaluation criteria.

Compare the students' speaking performance post-PBL program with their pre-test performance.

Survey:

Give students the same survey that was given out for the pre-test in order to get their input on the program.

Ask further questions regarding their experiences with the PBL program, how well they feel PBL has helped them improve their speaking abilities, and how confident they feel they are using English in everyday contexts.

Test of Language Proficiency:

- Reassess pupils' overall language proficiency, especially in speaking, by giving them the standardized English language proficiency test again.

Analysis and Evaluation:

Compare the pre-test and post-test speaking assessment scores to determine if there's a statistically significant improvement in students' speaking fluency after participating in the PBL program.

Analyze the questionnaire responses to identify any changes in students' attitudes, perceptions, and preferences towards language learning and project-based learning.

Evaluate the overall effectiveness of the PBL program in achieving its objective of improving English speaking fluency among B2 level students based on the pre and post-test results.

By implementing this pre and post-test plan, I'll be able to systematically assess the impact of your PBL program on students' speaking fluency and gather valuable feedback for further refinement and improvement.

DEVELOPMENT AND IMPLEMENTATION.

Week 1-2 (May 20th - May 31st): Pre-Test (1 hour): Give students the questionnaire and conduct the first speaking fluency assessment.

Three hours a week for PBL program development

- Invest time in project-based learning activities during each session.
- Create genuine projects that encourage teamwork, problem-solving, and the useful application of English.
- Give pupils direction and encouragement while they work on their assignments.
- Through interactive exercises, group conversations, and presentations, promote speaking practice.
-

Week 3 (June 3rd - June 7th): Give the last speaking fluency testing. Post-test and evaluation: 1 hour.

Annexes

Table 11.

Chart of Variables, Dimensions and Indicators

Variable	Dimension	Indicator	Description.
Speaking Fluency	Rate of speech	Speech speed	Average number of a words spoken per minute in conversation or presentation.
		Pauses and hesitations	Frequency and duration of pauses or fillers during speech.
	Accuracy of speech	Grammar and pronunciation	Correct use of grammatical structures and pronunciation of words.
		Error Frequency	Number and types of errors made in speech, including grammatical, lexical, and phonological errors.
	Coherence of speech	Logical Flow	Organization and clarity of ideas including the use of appropriate discourse markers. x
		Relevance	Ability to stay on topic and provide relevant information in response to questions or prompts.

Elaborated by: Edgar Soria (2024)

Table 12.

Sample Population

Group 1		
Participants	Sample Population	Percentage
Women	19	76%
Men	6	24%
Total	25	100%
Group 2		
Participants	Sample Population	Percentage
Women	8	50%
Men	8	50%
Total	16	100%
Elaborated by: Edgar Soria (2024)		

Table 13.

Stages of the Research Project.

Stage	Description	Activities	Performers
Delimitation	Define the scope and boundaries of the research	Define research population and sample. Establish parameters and limitation of the study.	Researcher (Edgar)
Literature Review	Conduct a comprehensive review of existent literature related to PBL and speaking.	Review academic articles, books, and previous studies. Identify gaps and establish theoretical framework.	Researcher (Edgar)
Elaboration of Instruments	Develop and prepare research instruments for data collection.	Design surveys, interview, questions, and observation. Checklists	Researcher (Edgar), possible collaborators.
Application of the instruments	Administer the research instruments to collect data.	Conduct surveys, perform interviews, Observe classroom activities.	Researcher (Edgar), Teachers
Data Analysis	Process and analyze the collect data to draw conclusions.	Transcribe and code qualitative data. Analyze quantitative using statistical software. Interpret results.	Researcher (Edgar)
Final Report of data and conclusions	Complete and present the findings, conclusions, and recommendations of the study.	Write the final research report. Prepare presentations. Incorporated feedback and revisions.	Researcher (Edgar)

Elaborated by: Edgar Soria (2024)

Table 14.*Validation Matrix*

Research Objective	Variable	Instrument	Indicator	Validation Method.
To assess the impact of PBL on speaking fluency	Speaking Fluency	Pre- and Post-Tests	Speech Speed, Pauses, Grammar, Error Frequency, Coherence	Content validation by language experts, pilot testing for clarity
To evaluate student engagement in PBL activities.	Student Engagement	Classroom Observations	Level of participation and interaction	Observational checklist reviewed by educational professionals
To gather perceptions of PBL effectiveness from participants.	Perceptions of PBL	Surveys and Interviews	Student and teacher satisfaction and perceived improvements	Survey items and interview questions reviewed by PBL practitioners
To analyze the implementation of PBL activities.	PBL Implementation	Observation Checklists	Types, Duration, and Frequency of PBL activities	Checklist developed and validated by curriculum experts

Elaborated by: Edgar Soria (2024)

Table 15.

Scoring Rubric

Dimension	1 (Poor)	2 (Fair)	3 (Good)	4 (Very Good)	5 (Excellent)
Pronunciation	Frequent mispronunciations make speech difficult to understand	Some mispronunciations occasionally hinder comprehension.	Pronunciation is mostly accurate and generally understandable.	Pronunciation is clear, accurate, and easily understandable.	Pronunciation is native-like, very clear, and precise.
Fluency	Frequent pauses and hesitations result in choppy speech.	Some pauses and hesitations, with generally smooth but occasionally interrupted speech.	Minor pauses; speech is generally smooth and coherent.	Rare pauses; speech is smooth and well-paced.	Speech is smooth, natural, and free of noticeable pauses
Grammar	Frequent grammatical errors that hamper understanding .	Some grammatical errors that occasionally impact clarity.	Minor grammatical errors; communication remains clear.	Few grammatical errors; communication is clear and accurate.	Grammar is virtually error-free, precise, and clear.
Vocabulary	Limited vocabulary; frequent repetition and inappropriate word choices.	Some vocabulary limitations with occasional repetition.	Adequate vocabulary with occasional use of less precise terms.	Rich vocabulary that is generally precise and varied.	Extensive vocabulary with precise and varied language use.
Coherence and organization	Speech is disorganized, lacks coherence, and is difficult to follow.	Some organization is present, but occasional lack of coherence.	Speech is generally organized and mostly coherent.	Speech is well-organized, clear, and coherent.	Speech is exceptionally well-organized and highly coherent.
GRADES					

Elaborated by: Edgar Soria (2024)

Table 16.

Semi-Structured Interview Overview

Component	Details
Instrument Name	Semi-Structured Interviews
Purpose	To gather qualitative data on student and teacher experiences with PBL and speaking fluency.
Participants	B2 level students and teachers from the ISM Quito Educational Unit.
Procedure	Conduct in-depth interviews using a semi-structured format; record and transcribe responses.
Data Analysis	Thematic analysis of transcripts to identify common patterns and insights.
Expected Outcomes	Insights into the effectiveness of PBL, perceived challenges, and suggestions for improvement.
References	Cohen, L., Manion, L., & Morrison, K. (2018); Kvale, S., & Brinkmann, S. (2009)
Elaborated by: Edgar Soria (2024)	

Table 17.

Components

Activity Type	Description	Objective	Assessment
Group Projects	Collaborative tasks where students work together to complete a project.	Assess teamwork, communication, and application of PBL principles.	Rubric evaluating collaboration, presentation skills, and content.
Presentations	Students present their projects to the class.	Evaluate speaking fluency, clarity, and engagement.	Rubric assessing fluency, organization, and engagement.
Role-Playing	Simulated scenarios where students assume various roles.	Test speaking skills in interactive settings.	Checklist for language use, spontaneity, and role performance.
Debates	Structured arguments on given topics.	Measure argumentative skills and fluency.	Rubric focusing on argumentation, fluency, and interaction.
Peer Reviews	Students review each other's work based on set criteria.	Evaluate ability to provide constructive feedback and self-assessment.	Rubric assessing the quality of feedback and self-evaluation.

Elaborated by: Edgar Soria (2024)

Table 18.

Results of Checklist Tabulation for Activities Legend

Activity Type	Language Use	Spontaneity	Role Performance	Overall Effectiveness
Group Projects	80%	70%	-	75%
Presentations	85%	-	-	85%
Role-Playing	90%	80%	85%	85%
Debates	88%	-	-	88%
Peer Reviews	78%	-	-	78%
Elaborated by: Edgar Soria (2024)				

Table 19.*Intervention Plan.*

Month	Week	Activity	Details
May	1	Introduction to PBL	Overview of PBL, objectives and initial project briefing
	2	Project1: Presentation Skills	Introduction to creating and delivering presentation
	3	Project1: Presentation Skills	Group presentation and peer feedback
	4	Assessment and Reflection	Evaluation of Project 1, reflection on speaking fluency
June	1	Project 2: Debate Skills	Introduction to debate format and key skills
	2	Project 2: Debate Skills	Debate practice sessions and group discussions
	3	Project 2: Debate Skills	Conducting debate and peer evaluation
	4	Assessment and Reflection	Evolution of Project 2, reflection on debate skills
July	1	Project 3: Collaborative Task	Introduction to collaborative projects (e.g., group reports)
	2	Project 3: Collaborative Task	Group work on collaborative tasks and preparation
	3	Project 3: Collaborative Task	Presentation of collaborative projects and peer review
	4	Final Assessment and Feedback	Final evaluation of all projects, overall feedback and final reflections

Elaborated by: Edgar Soria (2024)