



**ARMY POLYTECHNIC SCHOOL
DEPARTMENT OF LANGUAGES**

**APPLIED LINGUISTICS IN ENGLISH PROGRAM
DISTANCE LEARNING EDUCATION**

RESEARCH PROJECT

**“APPLICATION OF PROJECT-BASED LEARNING (PBL) TO
MOTIVATE ENGLISH LEARNING OF NINTH YEAR STUDENTS
OF UNIDAD EDUCATIVA PARTICULAR ELOY ALFARO OF
MACHALA CITY, DURING THE FIRST TERM OF 2012-2013
ACADEMIC YEAR”**

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2013

CERTIFICATE

We Dr. María Eugenia Arcos Jiménez, Director and MSc. Lilian Ávalos Cascante, Co-Director, duly certify that the Thesis under the title: **“APPLICATION OF PROJECT-BASED LEARNING (PBL) TO MOTIVATE ENGLISH LEARNING OF NINTH YEAR STUDENTS OF UNIDAD EDUCATIVA PARTICULAR ELOY ALFARO OF MACHALA CITY, DURING THE FIRST TERM OF 2012-2013 ACADEMIC YEAR”**, was carried out by Anyela Magdalena Apolo Chávez. After we have analyzed and verified all its chapters; the dissertation is authorized as a legal document in order to obtain the Bachelor degree.

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RESEARCH STATEMENT

The description of facts, results, ideas and exposed doctrines on this research project, are under exclusive responsibility of the author.

It will serve for all students as a source of consultation and it may be used referencing information author's properly.

Anyela Magdalena Apolo Chávez

AUTHORIZATION

I, Anyela Magdalena Apolo Chávez authorize to the Army Polytechnic School the publishing of my research project under the title “Application of Project-Based Learning (PBL) to motivate English Learning of Ninth year students of Unidad Educativa Particular Eloy Alfaro from Machala City, during the first term of 2012- 2013 academic year” on the virtual library.

Anyela Magdalena Apolo Chávez

DEDICATION

To my parents, Marcelo Apolo Loayza and Angélica Chávez Carranza, for their eternal and unconditional support, patience and love; for giving me the opportunity to reach my highest expectations in life.

This research is also dedicated to everyone who values and recognizes our efforts and sees it as a new way to improve the teaching and learning process of the English Language.

Anyela Magdalena Apolo Chávez

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SUMMARY

The present research project was developed following the scheme established by the Army Polytechnic School Language Department. It details and specifies the procedure needed to reach the objectives of the research and obtain the results which allow to formulate a proposal that will be able to find a way to solve the founded problem. This research is focused on the **application of Project-Based Learning (PBL) to motivate English Learning of Ninth year students of Unidad Educativa Particular Eloy Alfaro** from Machala City, during the first term of 2012- 2013 academic year". Dependent and Independent variables have been determined and categorized in the theoretical frame in order to obtain the main items to formulate inquiry tools as interview, surveys and a questionnaire, which will allow to obtain the required data to set up a proposal. Analysis and interpretation of the outcomes will be used to set up the study conclusions and recommendations directly related to the general and specific objectives established at the beginning of the investigation. This research is based on the application of methodological project-based learning (PBL) in order to increase the interest and motivation of English learning and at same time through his methodological strategy, it allows teachers to develop effectively skills, critical thinking and meaningful learning of their students.

KEYWORDS

LANGUAGE, LITERATURE, ANALYSIS, DESCRIBES, SUBJECT

APPLICATION OF PROJECT-BASED LEARNING (PBL) TO MOTIVATE ENGLISH LEARNING OF NINTH YEAR STUDENTS OF UNIDAD EDUCATIVA PARTICULAR ELOY ALFARO FROM MACHALA CITY, DURING THE FIRST TERM OF 2012- 2013 ACADEMIC YEAR.

This research focuses in determine that it is possible to apply project-based learning (PBL) in ninth year students of Unidad Educativa Particular Eloy Alfaro from Machala city, as strategy to motivate English learning.

The project-based learning (PBL) allow students to be active in their learning through the application of innovating works and projects in the educative process. This approach also permits to increase learner's motivation in an interactive environment in order to improve their basic language skills naturally to communicate ideas with critical thinking; without using traditional methods.

This study is divided in five principal parts that expose the following steps:

Part I describes the process to set the "Research Problem" of the research, is divided in subjects as: problem identification, problem setting, main problem, secondary problems, variables matrix, general and specific objectives and justification.

Part II is the “Theoretical Frame” that contains the theoretical and conceptual focus, the structure of the literature, hypothesis system, working hypothesis, null hypothesis, and alternative hypothesis. This part is useful to review different sources that base on the information of literature needed for the analysis and well knowledge of the studied subject.

Part III focuses on the “Methodological Design” which establishes the research type and design, population and sample, instruments for data collection, describes the way to process and analyze the recollected data for the research.

Part IV is centered in the Hypothesis Testing, here an exhaustive analysis and interpretation of the data collected is displayed, through statistics based in the respective information and their corresponding graphs, also a and qualitative analysis used to verify the hypothesis and elaborate the conclusions and recommendations of the research.

Part V mentions conclusions and recommendations which were achieved as outcomes of this important research.

Part VI deals with the Proposal, description, justification, aims, review of the literature, research design, timetable and action Plan, significance/expected outcomes of the study.

PART ONE

RESEARCH

PROBLEM

1.1. Problem identification

New challenges are coming in the globally world of XXI century that have introduced big transformations in life activity and perspectives; this new reality has required deep changes in education process since basic levels, introducing different methodologies and techniques in order to prepare best people to face new skills, knowledge, dynamics and technologies displayed.

On the other hand, this knowledge society has also taken English language as the principal communication system of its different action fields: business, work, culture, technology, governance, public administration, human rights, laws, information exchange, leisure, social relations, etc. In this context, English learning becomes crucial to succeed nowadays and schools have to motivate its students to master all its basics skills.

To talk about English learning as a second language is a complex subject; for a long time, traditional methods in English has been employed to teach it in schools without satisfactory results and turning the use of the language into a production of literal translation of the maternal language instead of a production of coherent understanding messages.

Because of that rigid methodology, students are unmotivated to learn, get bored in class, don't develop basic skills (writing, listening, reading and speaking) and learn grammar as formulas without a meaningful content.

A motivating educational process must allow the student to be active in his/her own learning through the application of innovating works and projects inside and out side of the class. In this way, the results will be reflected in a meaningful learning by the use of effectively communicating skills without using “formulas” or translation but with critical thinking as when the first language is acquired.

The institution selected for this research is Unidad Educativa Particular Eloy Alfaro located in Machala city. The target group participating in this investigation is the ninth grade of basic education with 44 students distributed in two parallels.

Even though students have received English as a foreign language since the first year of basic school it has been noticed the following about English learning:

- Students get bored and are not motivated in the English class.
- Students don't communicate in English language; neither they develop basic language skills.
- Project Based Learning is not been applied by English Teachers.

The educative process in Unidad Educativa Particular Eloy Alfaro has as principal policy the application of cooperative work as fundamental strategy in all study areas; nevertheless, without been categorical confirming the causes of the lack of motivation for English learning, it's possible to state the next:

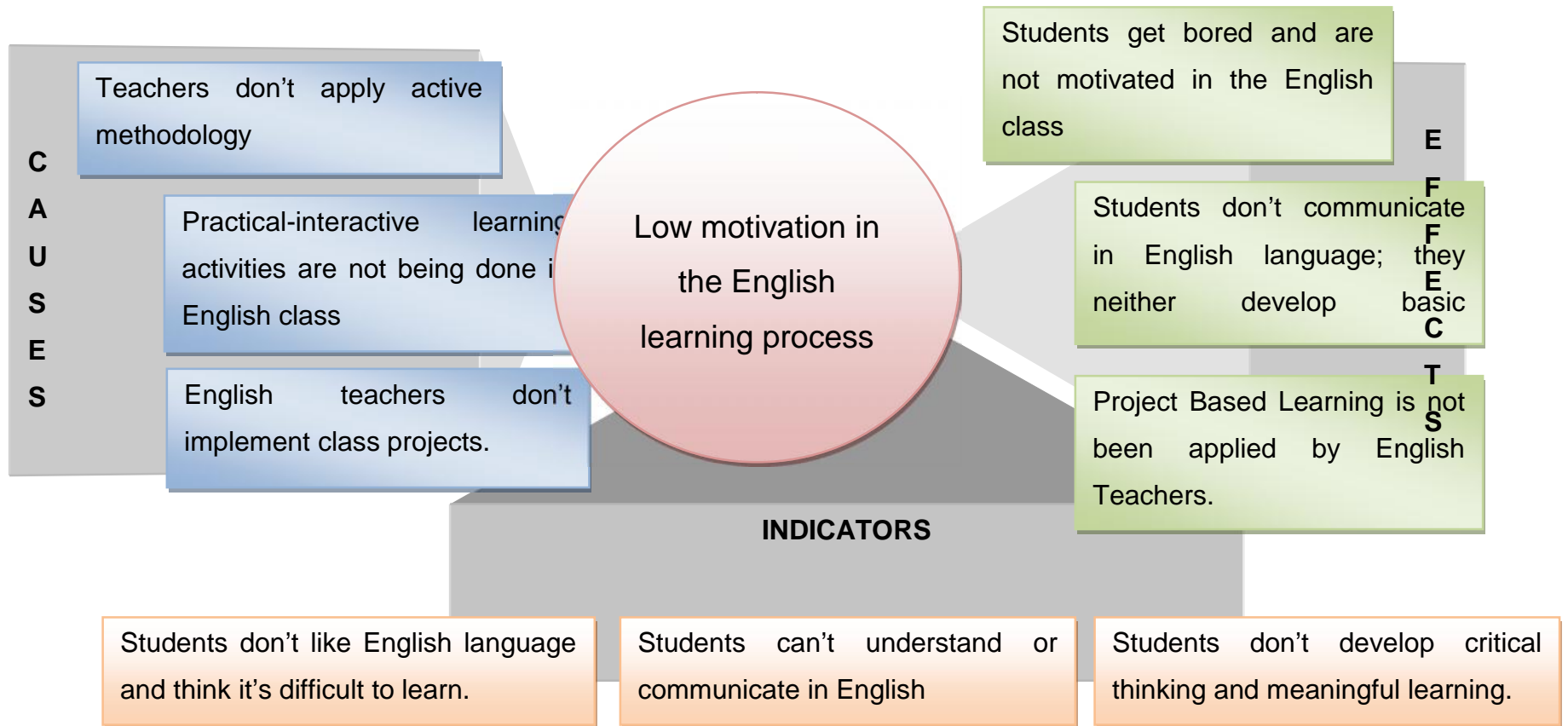
- Teachers don't apply active methodology in English classes, they prioritize the use of traditional methods for this language teaching.
- Practical-interactive learning activities are not being done in English class, because teachers only follow individual exercises with students that are proposed in the study books.
- English teachers don't implement class projects neither into classes nor as homework due to the lack of knowledge about this method.

As consequence of the exposed facts, it's relevant to evidence that:

- Students don't like English language and think it's difficult to learn.
- Students can't understand or communicate in English
- Students don't develop critical thinking and meaningful learning.

In order to help Unidad Educativa Particular Eloy Alfaro solving the lack of students' motivation to English learning, this research is based in the application of project-based learning to improve the basics skills development and the meaningful learning.

Problem identification



1.2. Problem Setting

Analyzing the problem identification has been revealed that English Teachers of ninth year of Unidad Educativa Particular Eloy Alfaro do not apply Project-Based Learning (PBL) in their classes; then they only use traditional methods so students get bored and are not motivated to learn the English language, neither improve basic language skills.

On the other hand, the lack of practical-interactive learning activities are perceived due to the difficulties that students present to understand or communicate in English.

Definitely educational process is also affected because English teachers don't implement class projects, consequently students don't develop critical thinking and meaningful learning through English classes.

MAIN PROBLEM

How will the application of project-based learning (PBL) contribute to motivate English learning on students of ninth year of Basic Education of Unidad Educativa Particular Eloy Alfaro from Machala city, during the first term of 2012-2013 academic year?

SECONDARY PROBLEMS

- How does the lack of use of active methodologies affect the motivation for English learning on students of ninth year of Basic Education of Unidad Educativa Eloy Alfaro?
- How are class projects applied by English teachers to develop basic language skills on students of ninth year of Basic Education of Unidad Educativa Particular Eloy Alfaro?
- How do the weak use of practical-interactive learning activities in English class make difficult communicate in English language ideas and develop basic language skills on students of ninth year of Basic Education of Unidad Educativa Particular Eloy Alfaro?

1.3. Variables Matrix

VARIABLE	DIMENSIONS	SUBDIMENSIONS	INDICATORS
I.V. Project-based learning (PBL)	Project-based Learning Origins	Importance of John Dewey theory Kilpatrick proposal and also four components Project Based Learning Definition	Learning by doing Purposing, planning, executing, and judging
	Characteristics	Centrality, driving question, constructive investigations, autonomy, and realism.	Design, problem-solving, decision-making, and/or investigative activities
	Phases of PBL	Four Steps fundamental	Step 1. Starting the project Step 2. Developing the project Step 3. Reporting to the class Step 4. Assessing the project
	Teachers' Role	Student independence Guide students Point students to the right direction Scaffold the learning of students.	

VARIABLE	DIMENSIONS	SUBDIMENSIONS	INDICATORS
V. D. Motivation for English Learning	Motivation for English Learning	Motivation Definition Motivation in second language learning	Internal drive learner's communicative needs attitudes towards second language community
	Learning Motivation theories	The Socio-educational Model	Integrative and Instrumental motivation
		The Self Determination Theory	Intrinsic and Extrinsic Motivation performance vs. mastery (or learning) orientations Short - term goal Long - term goal Locus of control
The goal orientation theory			
		The attribution theory	
	Factor affecting language learning	Physical condition Method of teaching The teachers Success	Class Environment Traditional or active Methods High or Low level of challenge

1.4. Objectives

1.4.1. General Objective

To determine the incidence of applying project-based learning (PBL) as strategy to motivate English learning on students of ninth year of Basic Education of Unidad Educativa Particular Eloy Alfaro from Machala city, during the first term of 2012-2013 academic year.

1.4.2. Specific Objectives

- To characterize active methodologies used to motivate English Learning on students of ninth year of Basic Education of Unidad Educativa Particular Eloy Alfaro, during the first term of 2012-2013 academic year.
- To determine the way of class projects are applied by English teachers to develop basic language skills on students of ninth year of Basic Education of Unidad Educativa Particular Eloy Alfaro.
- To establish the practical-interactive activities used to communicate ideas in English language and to develop basic language skills on students of ninth year of Basic Education of Unidad Educativa Particular Eloy Alfaro.
- To develop the research based on the proposal of applying project-based learning (PBL) to motivate English learning on students of ninth year of Basic Education of Unidad Educativa Particular Eloy Alfaro from Machala city, during the first term of 2012- 2013 academic year.

1.5. Justification

In the last years, with globalization, the big changes in the dynamic and technologies of the society, English language has become more than ever, the principal communication language in the world. English speakers have the best possibilities to succeed in any proposed goal if they manage a good level of this language. To accomplish with the requirement of a good English level development, learning process since basic levels must be based in a strong motivation that leads the student by him/herself to master all its basics skills.

In order to adapt educational process to these new challenges, it is necessary to introduce an active methodology instead of the traditional one to learn English, in order to assure the improvement of effectively communicating skills and of the critical thinking. Among active methods, the application of project-based learning method that is ideal to motivate students to produce meaningful learning and to put in practice knowledge learned.

This research focuses in establishing that it is possible to apply project-based learning (PBL) in ninth year students of Unidad Educativa Particular Eloy Alfaro from Machala city, as strategy to motivate English learning. Dynamic of project-based learning (PBL) allow students be active while they learn through the application of innovating works and projects inside and outside of the class.

The PBL approach, allow and motivate learners communicate ideas in English language, and also to improve basic language skills naturally, with critical thinking; forgetting the employment of traditional methods as “formulas” or translation since the Spanish language.

In that sense, project-based learning (PBL) will involve to students in an interactive environment that definitely will increase motivation in the educational process, giving as result a meaningful learning by the use of effectively communicating skills.

PART TWO

THEORETICAL

FRAME

2.1. Theoretical and Conceptual Focus

English language teaching-learning methodology was extensively developed and applied during the twentieth century; meanwhile traditional methods have not responded as expected in increasing interest of students for learning this language. Being motivation recognized as the main factor that influence in English language learning (Gardner, 1985), its important to study this subject.

This literature review examines a conceptual framework since the point of view of Project Based Learning and English Learning Language Motivation. In the independent variable literature detailed origins and definitions of project-based learning, its principal characteristics and the phases for implementing project-based learning are discussed. Also, the teachers' role engagement with this approach is examined.

The dependent variable literature review considers some definitions of motivation in second language learning, also Learning Motivation theories as The Socio-educational Model, The Self Determination Theory, The goal orientation theory and The attribution theory are analysed. Finally its review factors affecting language learning.

This review also focus in analyze other studies about the impact of PBL in motivation of English as a Second Language.

2.2. Structure

2.2.1. INDEPENDENT VARIABLE

2.2.1.1 Project-based Learning Origins

According to Beckett (2006), project-based Learning history begins in the mid of 1800 years, when David Snedden applied it to teach science in American agriculture classes. Then in early 1900s, John Dewey considered as the father of progressive education promote the “learning by doing” (Krajcik, Czerniak & Berger 2003)¹.

Dewey proposes teaching strategies to help students to be actively engaged with learning using relevant topics of their lives. In 1918, William H. Kilpatrick, one of Dewey’s students, publishes the article “The Project Method” and propose to use literacy in meaningful contexts in order to provide another way to build background knowledge and to achieve personal growth (Sünbül, 2010). He also emphasized that projects should have been determined by learners’ questions.

According to Foshay (1999), Kilpatrick also include four components to this method: purposing, planning, executing, and judging. For Thomas (2000) the assignments of projects help students to get learning by practice.

¹ KRAJCIK, JS, CZERNIAK, CM & BERGER, CF (2003), *Teaching science in elementary and middle school classrooms – a project-based approach*, 2nd edn, McGraw-Hill, New York., United States.

During more than 100 years, many educators have followed John Dewey theory, and have reported benefits as experiential, hands-on, student directed learning. Teachers have recognized the power of students engaging with challenging projects and they have “planned field trips, laboratory investigations, and interdisciplinary activities that enrich and extend the curriculum.

Doing/creating projects is a long-standing tradition in education history” (Merkham et al., 2003).

2.2.1.2 Defining Project-based Learning

Solomon (2003)² defines to the Project-based Learning (PBL) as the kind of learning obtained through experiences. Solomon (2003), Staff (2001), Willie (2001) confirm that PBL is an instructional approach that change from traditional teaching practices based in teacher-centered lessons to the learning motivated by long-term activities centered in students, which are interdisciplinary and according to real world issues and practices.

For Thomas (2000)³ PBL is “a teaching model that organizes learning around projects”. These projects are complex tasks based on challenging questions or problems implicating students in design, problem-solving, decision-making, and/or investigative activities; also projects allow students to work with autonomy over long or short periods of time; and finally to

² SOLOMON (2003); Project-based learning: A primer. Technology & Learning.

³ THOMAS John (2000), A review of research on project-based learning, The Autodesk Foundation, California, United States. <http://www.autodesk.com/foundation>.

present in products or presentations with a real based. (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999).

By his side, Stoller (2006)⁴ affirms PBL is a methodology that can be implemented in a English language contexts and defined it as: (1) having both a process and product; (2) giving students (partial) ownership of the project; (3) extended over a period of time (several days, weeks, or months); (4) integrating skills; (5) developing student understanding of a topic through the integration of language and content; (6) students both collaborating with others and working on their own; (7) holding students responsible for their own learning through the gathering, processing, and reporting of information gathered from target-language resources; (8) assigning new roles and responsibilities to both students and teacher; (9) providing a tangible final product; and (10) reflecting on both the process and the product.

For Foss et al (2007), project-based learning is also referred as Project-based instruction, and they call it project-based language instruction and define it as “a flexible methodology allowing multiple skills to be developed in an integrated, meaningful, ongoing activity”.

To Beckett & Salater (2005), “projects are generally thought of as a long-term (several weeks) activity which are part of an instructional method which promote[s] the simultaneous acquisition of language, content, and skills”.

⁴ STOLLER, F. (2006). Establishing a theoretical foundation for project-based learning in second and foreign-language contexts.

Moursund (1999) states Project-based learning engages students in obtaining knowledge and skills through a structured investigation process that involve complex, authentic questions and carefully designed products and tasks (Thomas, Michealson and Mergendoller, 2002).

Beckett (2002) affirms that the major goal of project-based learning is the comprehensible output, which happens at same time through the project and with the final product of the project.

As a Final product, Stoller (1997)⁵ states that they can be multiples with different qualitative results, that depends of the kind of projects developed, as: production projects, performance projects and organizational projects, which generate different final products with their own characteristics.

For Blank (1997), through project-based learning students increase their motivation to learning because they are exposed to be engaged with complex and novel problems that allow to improve learning quality and expand their cognitive development. Also students develop wide range of skills and competencies such as collaboration, project planning, decision making, and time management through project based learning.

Through that competencies and the freedom that project-based learning give to teachers and students to decide the project to work and the way to carry it out, Allan & Stoller (2005) states that teachers can easily develop the

⁵ STOLLER, F. (1997). Project work: A means to promote language content. English Teaching Forum Online, recovered December 13, 2006 from <http://exchanges.state.gov>.

four basic English skills in their students, relating them with cultural components and context.

To Díaz-Rico (2004), the self-determination of PBL or the fact that teachers don't have the total control of projects and let students to decide many details of the project, can increase student motivation "because a project is emergent and negotiated rather than fully planned by the teacher, it encourages students to go beyond the minimum standards of involvement" (Díaz-Rico 2004).

As Blumenfeld et al.(1991)⁶, states, PBL approach has multiple benefits for students, as:

- The capacity to improve meaningful learning by solving real problems. It makes students to obtain and apply concepts and principles.
- The development of critical and proactive thinking of students with activities as plans formulation and solutions evaluation.
- The active participation of students in their teaching-learning process and their self-learning abilities enhancement when applying knowledge to create the final products.
- The progress in communication and collaborative skills that will be useful in their personal and professional later life.

⁶ BLUMENFELD Phyllis, SOLLOWAY Elliot, MARX Ronald et AL (1991), *Motivating Project-Based Learning: Sustaining the doing, supporting the learning*, Educational Psychologist, University of Michigan, United States.

2.2.1.3 Project-based Learning Characteristics

According to Blumenfeld et al. (1991) Moursund (1999)⁷, Thomas (2000), Solomon (2003), PBL is based in five criteria o principal characteristics:

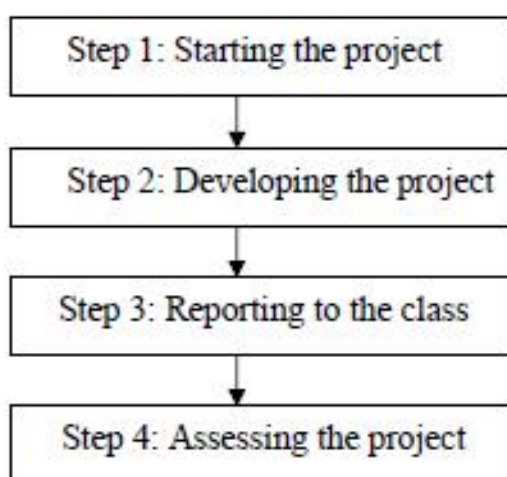
- Realism: “projects are realistic or authentic, i.e., they are relevant outside the classroom” (Thomas, 2000). It needs a varied and frequent authentic assessment including teacher assessment, peer assessment, self-assessment, and reflection.
- Autonomy: Projects are student-driven to a meaningful learning
- Constructive investigation: central activities of the project must implicate that students be active in construction of their knowledge.
- Centrality: PBL projects are a central part of the curriculum, not peripheral. Moursund (1999) states that projects are action-oriented focused on learning doing rather than learning about something.
- Driving question: PBL projects focuses on questions or problems “driving” students to find a solution using the concepts and principles of a determined discipline.
- Collaboration: PBL incorporates collaborative teamwork, problem solving, negotiating, and other interpersonal skills.

⁷ MOURSUND, D. (1999). Project-based learning using information technology. Eugene, Oregon: International Society for Technology in Education.

2.2.1.4 Project-based Learning Phases

According to Simpson (2011)⁸, “The project structure helps teachers and students to organize the development of a project’s activity based on students’ interests and personal contributions to the topics selected for the study”.

Simpson (2011)⁹, state four steps for PBL taken from Foster and Masters (1996); Markham, et al. (2003); Stoller (1995) as shown below:



Step 1. Starting the project means that teacher selects a challenging and motivating topic of interest and relevance for students. Then create guiding questions to give students an idea of what to do, and encourage them to

⁸ SIMPSON Jantima (2011), Integrating Project-Based Learning in an English Language Tourism Classroom in a Thai University, Thesis of Doctor of Philosophy School of Education Faculty of Education Australian Catholic University, North Sydney, Australia

⁹ SIMPSON Jantima (2011), Integrating Project-Based Learning in an English Language Tourism Classroom in a Thai University, Thesis of Doctor of Philosophy School of Education Faculty of Education Australian Catholic University, North Sydney,

study or develop. By they side, students divided in teams establish the project outline and plan the method to work up, the final outcomes and individual's responsibilities.

The project must be motivating and defiant in order that students can work in it with flexibility and at their own level. This is an important step to get a successful product.

Step 2. Developing the project is the phase where the research is started by the group, either individually, in pairs, or as a team. Students seek for information to answer the driven question, write down the results they obtain, find ways to solve problems.

Step 3. Reporting to the class is the point of present the progress of the project in order to receive feedback from other students to improve the work. This step can be repeated during the project to evaluate how students comprehend the problem set and how they are applying skills and concepts to achieve accurately the project.

Step 4. Assessing the project: In this phase, students apply and present the final product of the project and the knowledge they have learned. It can be evaluated by an individual student, students as a group, the teacher or a external audience.

Graeber (2012)¹⁰ proposes to apply PBL with a model called "The Seven Phases of a Project Cycle." This is recommended to work for an instructional Unit, and uses the following questions to begin:

- What instructional unit do I want to transform?
- What engaging, relevant, real-world problem could students attempt to solve that is related to the concepts and skills in the unit?
- What authentic roles can students take on to try solving this problem?
- How might students be asked to work collaboratively to try solving this problem?

When the basic questions have been answered by the teacher Graeber (2012)¹¹ apply the following phases:

Phase 1: Introducing the Driving Question

In each unit is necessary to have a persuasive, open-ended and meaningful driving or essential question. "It must be a higher-level question requiring students to think deeply. A strong driving question has no right or wrong answer. It is important to ask students to respond to this driving question before any instruction has taken place." (Graeber 2012). This

¹⁰ Graeber Amber (2012), Practical PBL Series: Design an Instructional Unit in Seven Phases, Published in Edutopia - The George Lucas Educational Foundation, <http://www.edutopia.org/user/33839>.

¹¹ Graeber Amber (2012), Practical PBL Series: Design an Instructional Unit in Seven Phases, Published in Edutopia - The George Lucas Educational Foundation, <http://www.edutopia.org/user/33839>.

phase is important to allow to the teacher to establish an appropriate plan with several levels of prior knowledge.

Phase 2: Introducing the Culminating Challenge

The culminating challenge is “some type of authentic assessment or performance in which students clearly demonstrate learning. Examples include a moot court, election simulation, authoring a children’s book, developing a web site, a town hall meeting, etc. (Graeber 2012). In this phase the teacher provides students a guide about the way for succeed the challenge.

Phase 3: Developing Subject Matter Expertise

This is the longest phase of the instructional unit: “individual and team tasks are created to lead students to success on both the culminating challenge and summative assessment. Students embody authentic roles and thus have a "need to know" more about the concepts and skills.”(Graeber 2012)¹². In this phase is necessary to apply inquiry methods in order to help students investigate new information and concepts that will do go forward in the project.

Phase 4: Doing the Culminating Challenge

¹² Graeber Amber (2012), Practical PBL Series: Design an Instructional Unit in Seven Phases, Published in Edutopia - The George Lucas Educational Foundation, <http://www.edutopia.org/user/33839>.

It is the presentation of the project in public. In this moment the teacher can ask to experts in the subject to help in the evaluation of the work. Depending of the challenge, these experts can be “local professionals, college students majoring in the content area, or even building administrators or fellow teachers. An outside perspective will “up the stakes” for students who are used to performing for you.” (Graeber 2012).

Phase 5: Debriefing the Culminating Challenge (Ideally with Subject-Matter Experts)

This phase is very important for students and for the teacher because this moment is the time to examine, evaluate and resume the challenging work. “If time allows, invite the subject matter expert to participate in this experience. Immediate feedback from the expert can be especially powerful for students who routinely get the teacher’s feedback on their performance. Taking 15 to 30 minutes to debrief through a writing exercise, a discussion or a combination of the two is vital to student growth.” (Graeber 2012).

Phase 6: Responding to the Driving Question

Before to close the challenge cycle is important to ask students to answer the driving question. This will prove that they have acquire a new vocabulary and a deep, conceptual understanding of the treated subject. “The responses will be more sophisticated than those given on the first day of the cycle. As students complete this exercise, hand back their initial responses. Allow them

time to examine the differences between the two writing samples and acknowledge the learning.” (Graeber 2012).

Phase 7: Summative Assessment

“The summative measure is an important way to assess student learning. It provides the teacher with another measure to determine individual student achievement of the learning objectives. If the individual and team tasks align with your instructional goals, then the summative assessment should measure student proficiency on those concepts and skills deemed important”. (Graeber 2012).

2.2.1.5 Teachers’ and Students Roles

For Walsh (2010)¹³, “in comparison to traditional teacher driven instruction, PBL changes the role of the teacher and puts students in the center of their own learning. Some teachers openly embrace the PBL method of instruction while others refuse it and are sticking to their traditional teacher centered form of instruction”.

¹³ WALSH, Kelly (2010), Motivating Students to Read through Project Based Learning, Education Masters Paper, School of Arts and Sciences St. John Fisher College.
http://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1004&context=education_ETD_masters

According to Krajcik & Wu (2006)¹⁴, teachers' role while using PBL method is not to stand in the front of the room and lecture, on the contrary, they have to:

- Let students to take control of their own learning and drive them through projects development.
- Guide students to use materials supplied and provide support in class.
- In problems moments, point students to the right direction instead of control the situation, because students lead of their own learning by choosing the right way to do it, according to their individual needs.
- Scaffold the learning of students. In PBL students are able to have their own meaningful discussions and as a result lead to greater student understanding.

These changes on the teacher's role allow students to lead their learning experiences developing a major understanding of contents and mastering skills.

¹⁴ KRAJCIK, Joseph, and WU, Hsin-Kai (2006). Exploring middle school students' use of inscriptions in project-based science classrooms. Published online 2 May 2006 in Wiley InterScience, (www.interscience.wiley.com).

2.2.2. DEPENDENT VARIABLE

2.2.2.1 Motivation for English Learning

Harmer (1991)¹⁵ states motivation a kind of “internal drive” that pushes someone to do something. Hunter (1981), identifies motivation as “a state of need or desire that activates the person to do something that will satisfy that need or desire.” Hunter affirms that motivation is learned.

To Forman (2005), motivation is the process through which individuals are driven to increase their action or performance either by internal (intrinsic) or external (extrinsic) factors. Wlodkowski (1977), by his side, state motivation as a process that stimulate behavior, give purpose to behavior, permit behavior to persist and lead to the selection of a certain behavior.

In the field of language learning, Parsons, Hinson and Brown (2001)¹⁶ state that motivation is an important component or factor in this process. For the authors, learning and motivation go together: Learning allow to student obtain new knowledge and skills and motivation inspire im/her to go through the learning process.

¹⁵ HARMER, J. (1991). *The practice of English language teaching*. (3rd ed.). Longman. Harlow -London

¹⁶ PARSONS, R., HINSON, S., BROWN, D. (2001). *Educational psychology : practitioner – researcher models of teaching*. University of Virginia: Wadsworth Thomson Learning.

Lightbown and Spada (1999) affirm that “motivation in second language learning is quite complicate to study which can be explained in terms of two factors: learner’s communicative needs and their attitudes towards the second language community”.

By the other side, Zoltan Dornyei (2002) note that learner’s enthusiasm, commitment and persistence are the key determinant of success or failure.

2.2.2.2 Language Learning Motivation Theories (Kind of motivations)

a) **The Socio-educational Model** was developed by Gardner and associates in 1985. In this model, Gardner (1985)¹⁷ defines motivation as a “combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language”.

The model states two kinds of motivation, the integrative and the instrumental.

- Integrative motivation concerns learners’ desire to communicate, integrate, associate or socialize with members of the second language learned.

¹⁷ GARDNER, Robert (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold.

- Instrumental motivation concerns functional purposes for learning the second language such as increase business opportunities, get a better job, a higher salary or passing a course.

b) **The Self Determination Theory** developed by Deci, Connell, & Ryan in 1989¹⁸, assume that “to be self determining means to experience a sense of choice in initiating and regulating one’s own actions” (Deci, Connell, & Ryan, 1989). This postulate refers to the concept of autonomy.

This theory establishes two kinds of motivations: intrinsic and extrinsic one. The intrinsic concerns a personal motivation to achieve a particular activity; it is based on internal recompenses such as joy, pleasure and satisfaction of curiosity. In the extrinsic motivation, the person expects an external recompense such as good grades or compliments received from others.

Another fundamental concept of this theory is the definition of amotivation or learned helplessness (Deci & Ryan, 2000), as the situation in which people don’t have any intention to do something, because of they don’t find a relation between the efforts they make and the results they get.

c) **The goal orientation theory** was developed in a classroom context in order to explain children’s learning and performance (Dörnyei, 2001)¹⁹.

¹⁸ DECI, E. L., CONNELL, J. E. & RYAN, R. M. (1989). Self-determination in a work organization. *Journal of Applied Psychology*, Michigan State University. United States.

¹⁹ DORNYEI, Zoltan. (2001). *Teaching and researching motivation*. Longman. Harlow, England.

According to this theory, an individual's performance is closely related to his or her accepted goals. This theory states two types of goal orientation (Ames & Archer, 1988; Ames, 1992): performance vs. mastery (or learning) orientations.

Learners possessing the first orientation are primarily concerned with looking good and capable, those possessing the second are more concerned with increasing their knowledge and being capable.

Harmer (1991) using the concept of "goal", he divides in two type's motivation of second language learning:

1. Short - term goal make reference when students look for succeed in a near future with doing something, as: passing exams or to get good grades or good scores.

2. Long - term goal make reference when learners look for succeed in a distant future, as example: to have a job in the future or to be able to talk with English speaker people in English language that is studying.

d) **The attribution theory** of student motivation had a high influence in 1980s (Dörnyei, 2003)²⁰. It affirms that "the reasons to which individuals attribute their past successes or failures shape to a great extent their motivational disposition" (Dörnyei, 2001). In this theory appears the notions

²⁰ DÖRNYEI, Zoldan. (2003). Attitudes, orientations, and motivations in language learning: Advances in theory, research and applications. Language Learning, England.

of Locus of control that refers to “peoples’ perception of how much they are in control of their actions” (Dörnyei, 2001)

This perception can be placed in a range of internal or external reasons, for example an exam success or failure a student can attribute several reasons that can be internal or external as: ability and effort, luck, task difficulty, mood, family background, and help or obstruction among others.

2.2.2.4 Factors influencing language learning

According to Harmer (1991), four factors “can be critical to students’ motivation”:

1.- Physical condition or the class ambiance or environment. For example a bad lighted classroom, overcrowded class, a broken board, or a rare smell in the classroom can low or make lose motivation of students.

2.- Teaching Method can strong affect negatively motivation because of the boring feeling in class. “If the students lose confidence in the method, they will become demotivated” (Harmer, 1991)²¹

3.-Teachers attitude is an important element of motivation and demotivation of students.

4.- Student’s Success, means the setting of an appropriate difficulty level of work that the teacher must set in a class. “To give high challenge activities

²¹ HARMER, J. (1991). *The practice of English language teaching*. (3rd ed.). Longman. Harlow –London

may have a negative effect on motivation. Students can also equally be demotivated by too low level of challenge” (Harmer, 1991)

To Krashen (1981)²², emotional states also can affect the learning process. “Tiredness, depression, boredom, etc. obstruct the learning process of the students. Anxiety becomes a factor that influences the affective filter. Low anxiety is more helpful for second language acquisition (Oller and Richards, 2003).

According to Krashen (1981), motivation, self-confidence and low anxiety are useful for language acquisition.

2.2.3 RELATION BETWEEN INDEPENDENT AND DEPENDENT VARIABLE

2.2.3.1 Project-Based Learning and Motivation

Moursund (1999) affirms that multiple research emphasize that Project-Based Learning (PBL) have positive results on a “motivational utility.”

For Blumenfeld et al (1991) using “PBL in language teaching and learning increase motivation and it fostered cognitive engagement”. Also Bredderman (1983), states that “attitudes toward the learning the language curricula enhanced student learning and motivation”.

²² KRASHEN, S. (1981). Second language acquisition and second language learning. Prentice Hall International. London. UK.

In 1989, Newmann confirms successfully motivation of PBL on the self-engagement of learners in own learning process that includes: needs for competency, extrinsic rewards, intrinsic rewards, social support, and a sense of ownership.

To McCombs (1997) PBL was as a recommended strategy for increasing motivation in student. For this author, students must “participate in making decisions about their educational process and activities, to be competent, self-determined, and autonomous”.

Deci and Ryan (1985) states that “offering students a choice to bolster their feeling of self-determination and autonomy was likely to increase their motivation to learn”.

Resuming about PBL importance in motivation, this methodology empower students by allowing them the opportunity to design their project “to fit their own interest and abilities, to decide how to find answers and solve problems working in team with a cooperation ambiance where each member is responsible not only for what is taught, but also for helping teammates learn. Consequently, it helps create an atmosphere of achievement and success” (Balkcom, 1995).

2.3. Hypothesis

2.3.1. Working Hypothesis

The application of Project-Based Learning (PBL) will increase the motivation to communicate in English language and to develop basic language skills on students of ninth year of Basic Education of Unidad Educativa Particular Eloy Alfaro from Machala city.

2.3.2. Null Hypothesis

The application of Project-Based Learning (PBL) will not increase the motivation to communicate in English language nor to develop basic language skills on students of ninth year of Basic Education of Unidad Educativa Particular Eloy Alfaro from Machala city.

2.3.3. Alternative Hypothesis

The implementation of class projects methods will motivate the English Learning on students of ninth year of Basic Education of Unidad Educativa Particular Eloy Alfaro from Machala city, to increase their interest to communicate in English language and to develop basic language skills.

PART THREE

METHODOLOGICAL DESIGN

3.1. Research type and design

This investigative work is framed in the field of the descriptive. The independent one, which is the project-based learning (PBL) that is going to be applied; and the dependant variable, that is the motivation for English learning in the students which must be modified in the moment of application of the independent variable. In fact, this is a quasi experiment research, based in a two study groups: the experimental group and the control group.

3.2. Population size and sample

The population chosen for this research is integrated by the 44 students of ninth year students of Unidad Educativa Particular Eloy Alfaro. It is divided in two parallels: A with 22 students and B with 22 students; both with the same English teacher.

The population is 44 students and one teacher, for this research hasn't been considered necessary to set a sample because it was selected two groups of students.

3.3. Field of work

This research work was developed with ninth year students aged from 12 to 14 years old from Unidad Educativa Particular Eloy Alfaro, during the first term of the 2012-2013 academic year.

The educative institution is located in Arízaga Avenue between Napoleón Mera and Segunda Diagonal Streets, in Machala city, from El Oro province.

3.4. Instruments for data collection

1. For the pre test, both groups were taken surveys supported by questionnaires (Annex 1). With this exercise it was possible to evaluate the development of basics skills (writing, reading, speaking and listening) at the initial part of the research.

2. For the post test, it was used the surveys supported by questionnaires as well. In the final part of this study this exercise was used to confirm the improvement or not of basics skills (writing, reading, speaking and listening) of both students groups: control and experimental ones.

3. In order to have the same parameters to evaluate Pre and Post test, a rating sheet with a total of 20 points was used.

3.5. Processing and analysis.

To process data obtained with Pre and Post test applied to this research, the following methods were used:

Quantitative analysis was applied, using the statistical method to interpret means of scores of students and the standard deviation to state the difference of development of skills between control and experimental group.

Description of the percentage of results is presented through charts, graphics, and summaries in order to analyse in an individually way and also in a contrasting way between experimental and control group, the difficulties and the improvement of the development skills in each phase. (pre-test and post-test).

Through the calculation of Pearson correlation coefficient it was possible to state the reliability of the measurement of the tests.

Finally with the help of a **t-test** calculation, it was possible to reject the null hypothesis and sustain the working hypothesis.

PART FOUR

TESTING THE HYPOTHESIS

4.1. Graphical exposition of results

4.1.1 Results of the pretests

Table 4.1. Results gotten of the pretest applied to the control group

Ninth A Control Group		Writing	Reading	Speaking	Listening	TOTAL
1	Aguilar Carlos	4	3	3	3	13,00
2	Acosta Gustavo	2	2	3	3	10,00
3	Berrú Karen	4	3	2	3	12,00
4	Cedillo Jessenia	3	3	2	3	11,00
5	Criollo Marcos	4	4	4	3	15,00
6	Espinoza Luis	4	3	3	2	12,00
7	González Luigi	4	4	3	3	14,00
8	Lapo Fernando	3	4	2	3	12,00
9	Lecaro Miguel	2	2	2	2	8,00
10	Mera Rodolfo	3	3	3	3	12,00
11	Mora Daniel	3	2	2	2	9,00
12	Morocho Isabel	4	4	3	4	15,00
13	Pacheco Adriana	2	2	2	2	8,00
14	Pardo Carolina	5	4	4	4	17,00
15	Romero Jessica	3	3	4	4	14,00
16	Rivera Joffre	4	4	3	4	15,00
17	Sarmiento Giovanni	5	5	4	4	18,00
18	Sánchez María Emilia	4	3	3	3	13,00
19	Velázquez Stephanie	3	3	2	2	10,00
20	Viveros Alexandra	4	4	5	4	17,00
21	Zambrano Mariuxi	4	4	4	3	15,00
22	Zapata César	4	4	1	1	10,00
AVERAGE		3,55	3,32	2,91	2,95	12,73
		Mean: 12,73				
		Standard Deviation 2,88				

Table 4.2. Results gotten of the pretest applied to the experimental group.

Ninth B		Writing	Reading	Speaking	Listening	TOTAL
Experimental Group						
1	Álvarez Eduardo	4	4	3	3	14,00
2	Aguilera Jhonny	2	2	3	2	9,00
3	Benítez Fernanda	4	3	2	2	11,00
4	Calle María Luisa	4	4	3	3	14,00
5	Durán Jorge	4	3	3	2	12,00
6	Feijoo David	4	3	3	2	12,00
7	Guerrero Ricardo	4	4	3	3	14,00
8	Jaramillo Diego	3	4	2	3	12,00
9	López José	3	2	1	1	7,00
10	Macas Adrián	3	3	2	2	10,00
11	Lituma Javier	3	2	2	1	8,00
12	Machuca María	4	3	3	3	13,00
13	Mendoza Tatiana	3	3	2	2	10,00
14	Ortíz Paola	4	3	4	3	14,00
15	Quezada Denisse	4	3	3	3	13,00
16	Robles Oswaldo	4	3	3	3	13,00
17	Silva Roberto	4	4	4	4	16,00
18	Solano Michell	4	4	4	3	15,00
19	Torres Diana	5	4	5	4	18,00
20	Ulloa Cecibel	3	3	2	2	10,00
21	Valencia Briggite	5	4	3	3	15,00
22	Vega Mónica	4	4	3	3	14,00
AVERAGE		3,73	3,27	2,86	2,59	12,45
		Mean: 12,64				
		Standard Deviation 2,69				

4.2. Analysis and Interpretation

For the control group the results were: mean 12,73 and the standard deviation 2,88. For the experimental group the mean was 12,64 and the standard deviation 2,69.

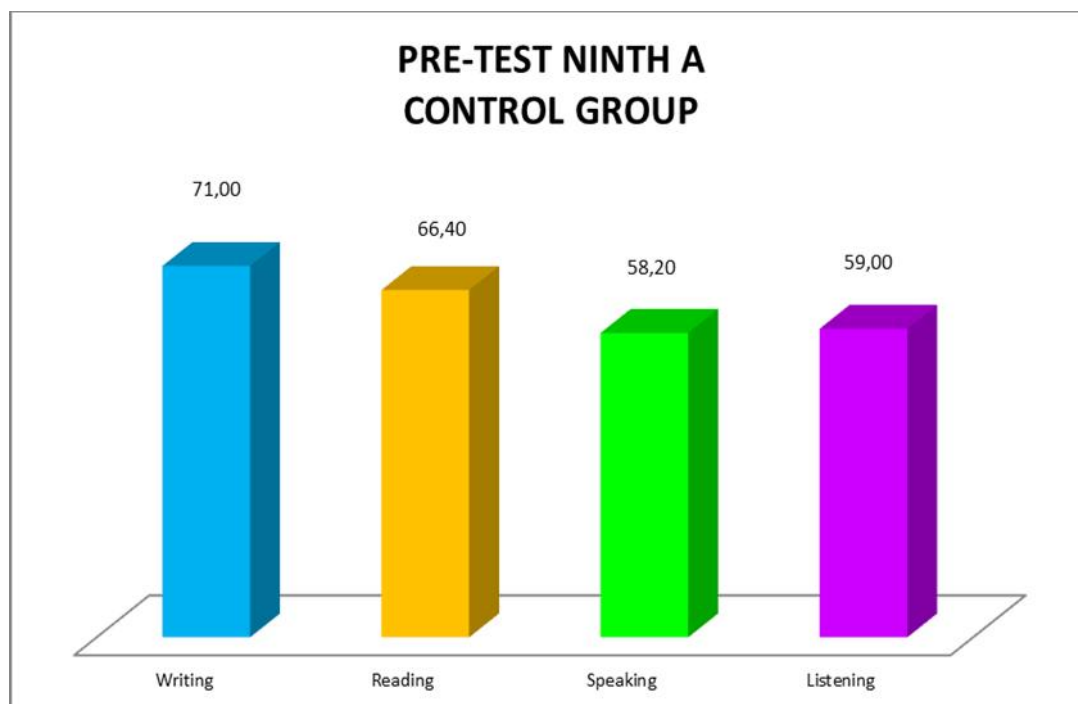
With this information, it is possible to confirm that scores are from two different populations. An important evidence for this research is the fact that the difference of data between both groups is not significant.

Another evidence of this study is the state of low development of basics skills that for both groups and also the lack of motivation for English Learning for all the students of the groups.

This low means of scores reveals that students are no developing basic skills to communicate ideas, and teachers don't apply project based learning in English classes in the ninth year of basic education in Unidad Educativa Particular Eloy Alfaro.

4.1.1.1. Results in the different evaluated parameters

Figure 4.1. Results in percentages of the pre-test means from the control group.

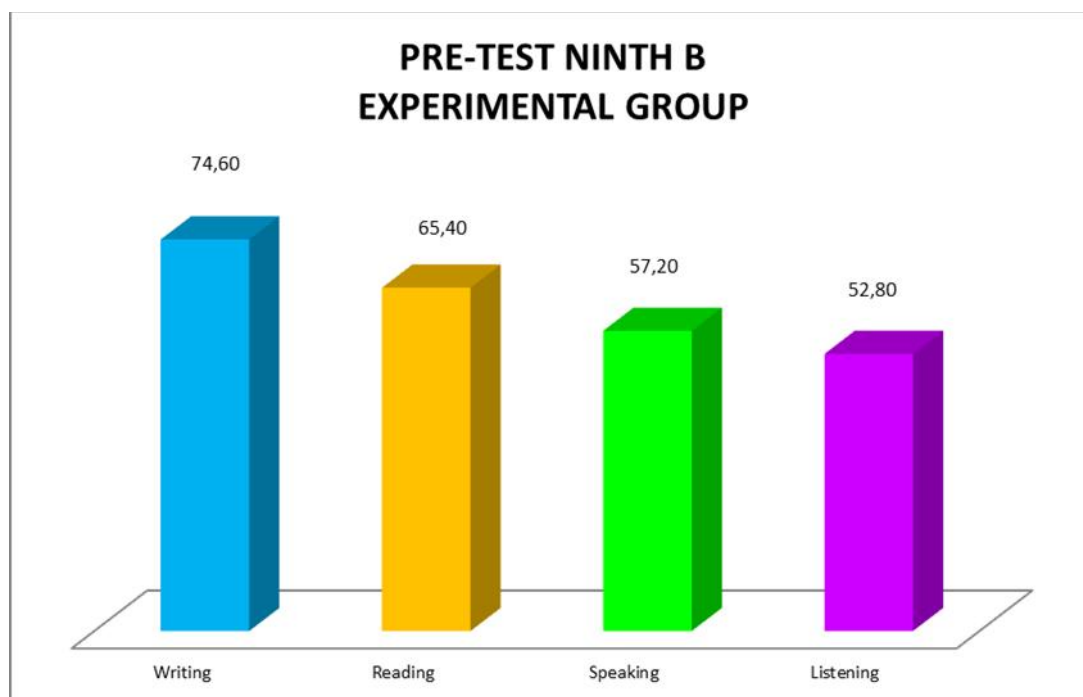


Analysis and Interpretation

This percentages states the highest score means of students are in writing skill with 71% followed by reading skill with 66,40 % of performance. Listening and speaking skills have the lowest scores with 59% and 58,20 %.

It's important to state that for this evaluation it has been considered the basic level of development of language. However data shows that students have difficulties to manage skills of the taught level.

Figure 4.2. Results in percentages of the pre-test means from the experimental group.



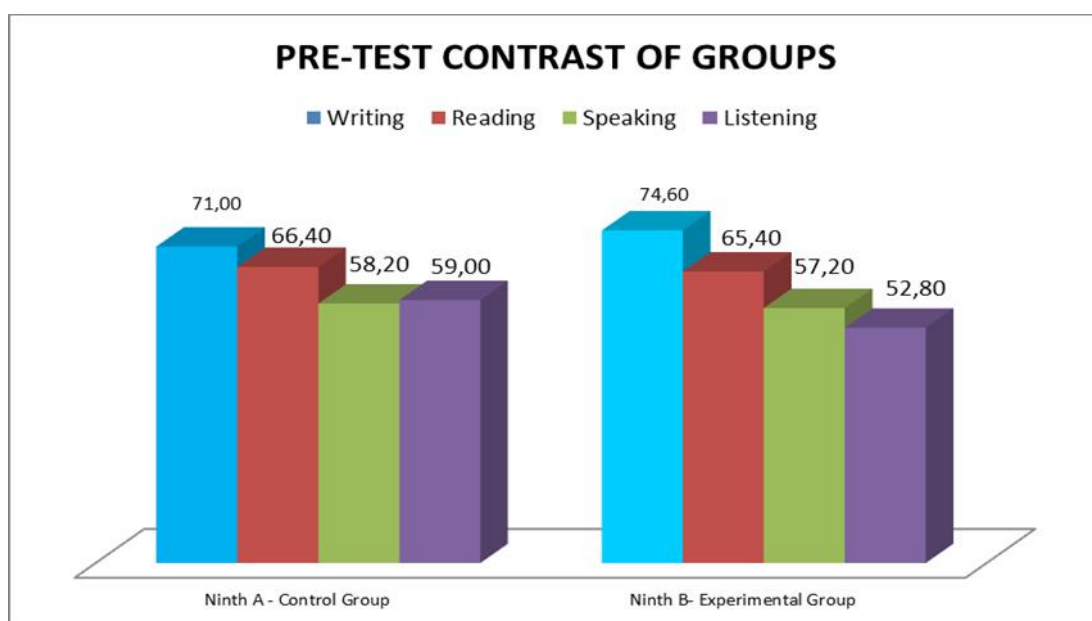
Analysis and Interpretation

The experimental group has similar scores to the control group. Writing skill has a 74,60 %, followed by reading with 65,40 %. Speaking and Listening have a significant difference with 57,20 % and 52,80 %.

These results confirm that students in general have a good performance of writing but medium development of reading, speaking and listening, that must be improved.

4.1.1.2. Comparative results between control and experimental groups

Figure 4.3. Information Contrast of means of control and experimental groups results.



Analysis and Interpretation

The similar results of evaluated parameters in both groups are the principal characteristic data. This particularity is important for the research (since the groups were not assigned randomly) because if results are positives in experimental group when applying PBL to motivate learning on students, this will be not due to a high level of students because the PBL works to motivate and improve the basic languages skills.

4.1.2. Results of the posttests

Table 4.3. Results gotten of the Post-test applied to the control group.

Ninth A		Writing	Reading	Speaking	Listening	TOTAL
Control Group						
1	Aguilar Carlos	4	3	3	3	13,00
2	Acosta Gustavo	3	3	3	3	12,00
3	Berrú Karen	4	3	3	3	13,00
4	Cedillo Jessenia	3	3	2	3	11,00
5	Criollo Marcos	3	4	4	3	14,00
6	Espinoza Luis	3	3	3	2	11,00
7	González Luigi	4	3	3	3	13,00
8	Lapo Fernando	4	3	3	3	13,00
9	Lecaro Miguel	3	3	3	2	11,00
10	Mera Rodolfo	4	3	3	3	13,00
11	Mora Daniel	3	3	3	2	11,00
12	Morocho Isabel	4	4	3	4	15,00
13	Pacheco Adriana	3	3	3	2	11,00
14	Pardo Carolina	5	4	4	4	17,00
15	Romero Jessica	4	3	3	4	14,00
16	Rivera Joffre	4	4	3	4	15,00
17	Sarmiento Giovanni	5	4	4	4	17,00
18	Sánchez María Emilia	4	3	4	3	14,00
19	Velázquez Stephanie	4	3	3	2	12,00
20	Viveros Alexandra	5	4	5	4	18,00
21	Zambrano Mariuxi	4	4	4	3	15,00
22	Zapata César	4	4	2	2	12,00
AVERAGE		3,82	3,36	3,23	3,00	13,41
Mean: 13,41						
Standard Deviation 2,09						

Table 4.4. Results gotten of the Post-test applied to the experimental group.

Ninth B Experimental Group		Writing	Reading	Speaking	Listening	TOTAL
1	Álvarez Eduardo	4	4	4	3	15,00
2	Aguilera Jhonny	3	3	4	3	13,00
3	Benítez Fernanda	4	3	3	3	13,00
4	Calle María Luisa	5	4	4	4	17,00
5	Durán Jorge	4	4	4	3	15,00
6	Feijoo David	4	4	4	3	15,00
7	Guerrero Ricardo	4	4	4	3	15,00
8	Jaramillo Diego	4	5	3	3	15,00
9	López José	4	3	3	2	12,00
10	Macas Adrián	4	4	3	3	14,00
11	Lituma Javier	4	3	3	2	12,00
12	Machuca María	5	4	4	4	17,00
13	Mendoza Tatiana	4	4	3	3	14,00
14	Ortíz Paola	5	4	5	4	18,00
15	Quezada Denisse	5	4	4	4	17,00
16	Robles Oswaldo	5	4	4	4	17,00
17	Silva Roberto	5	5	5	5	20,00
18	Solano Michell	5	5	5	4	19,00
19	Torres Diana	5	4	5	4	18,00
20	Ulloa Cecibel	4	4	3	3	14,00
21	Valencia Briggite	5	5	4	4	18,00
22	Vega Mónica	5	5	4	4	18,00
AVERAGE		4,41	4,05	3,86	3,41	15,73

Mean: 15,73

Standard Deviation 2,29

Analysis and Interpretation

According to these results, control group has a mean of 13,41 and a standard deviation of 2,09. Experimental group shows a mean of 15,73 and the standard deviation 2,29.

It is important to note that means of two groups are higher to those of pretest. However, the mean of the control group only increased 0,68 points. The mean of the experimental group had a considerable increase of 3,27 points.

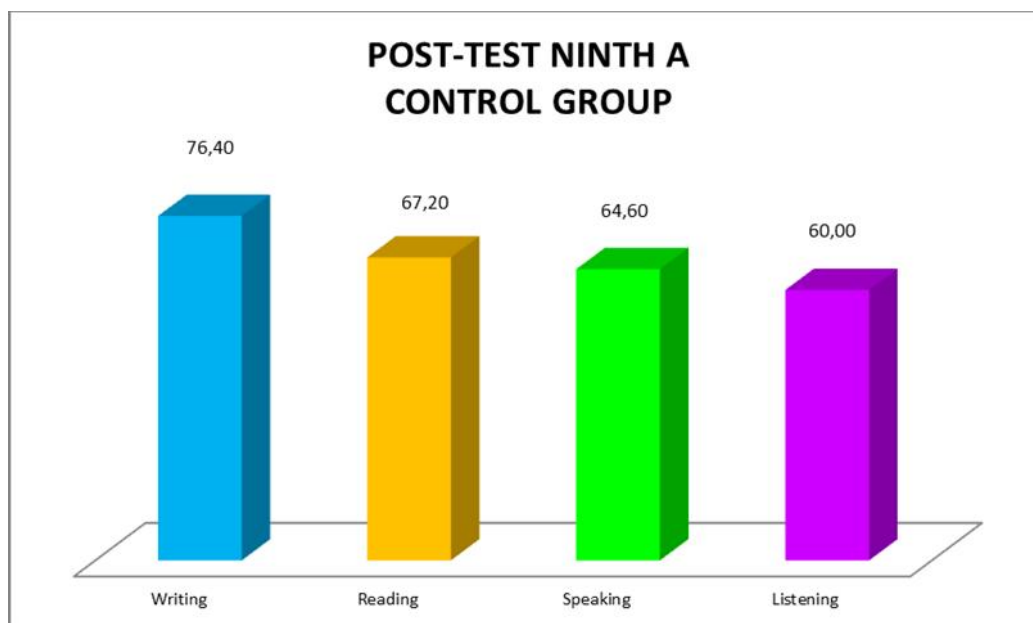
With this information, it is possible to confirm that scores are from two different populations. An important difference in the posttest means of scores it's stated between the experimental group and control group, where the highest improvement are noticed in the experimental one.

Analyzing the increase in the mean of the control group, this could be the result of a better confidence of the students during the development of English program. It is important for this study to note the highly increase of the mean of the experimental group which is significant face to those of the control group.

However, in order to know if the difference of these means is really significant, it is important to apply the **t-test** statistical tool.

4.1.2.1. Results in the different evaluated parameters

Figure 4.4. Results in percentages of the post-test means from the control group.



Analysis and Interpretation

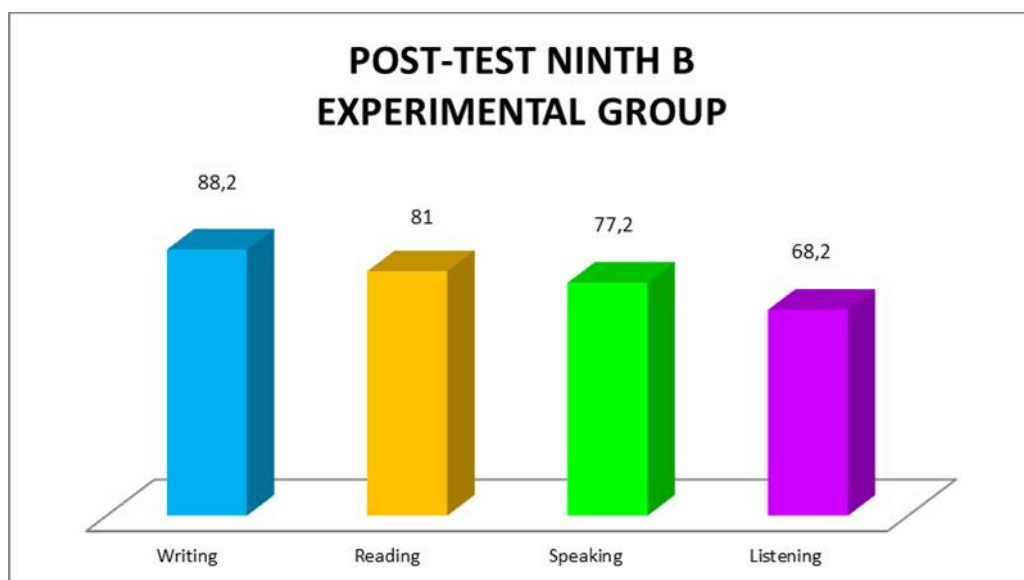
These results are similar that those of the pre-test in almost all of parameters. Only speaking has a significant increase with 64%, followed by reading with 67,20%. The lowest level od increasing is for writing with 76,40% and finally for listening with 60%.

In general, students can maintain writing in a higher level of development. However in that time they improved speaking and reading, this could be

because in English classes students had an important number of speaking and reading exercises.

Meanwhile results close to those from pre-test evidence that students need to get better exercises to motivate and develop basic language skills significantly.

Figure 4.5. Results in percentages of the post-test means from the experimental group.



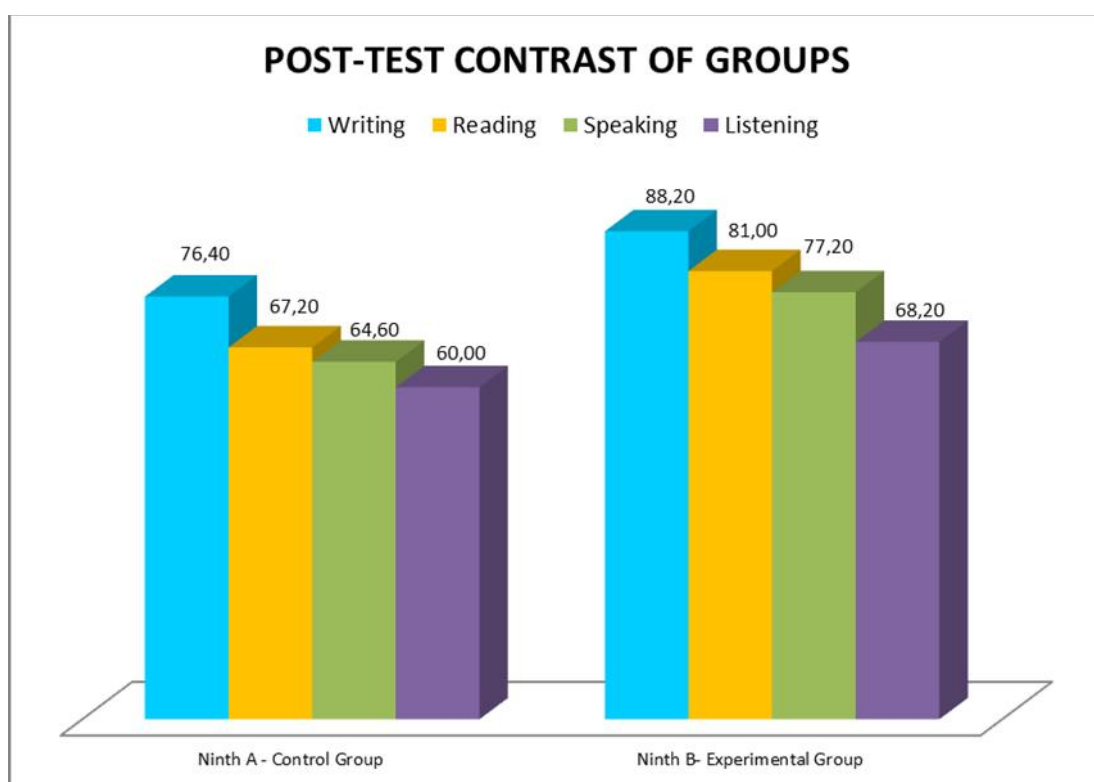
Analysis and Interpretation

In this graph it's possible to state that all parameters increase significantly. From 74,6% in the pretest to 88,20% in the posttest for writing parameter. Reading has increase from 65,4% to 81%%. Speaking from 57,20% to 77,20% and listening from 52,80% to 68,20%.

This data states that application of PBL in the ninth year of basic education was effective giving as a result the increase of students' motivation to learn English language, which is reflected in the development of basics skills.

4.1.2.2. Comparative results between control and experimental groups

Figure 4.6. Information Contrast of means of control and experimental groups results.



Analysis and Interpretation

Although these results state that the control group reveals an increase, this is low compared with the increase of means of the experimental group.

A low difference it's possible to find in both groups is the listening skill, since it is the less developed in both groups.

Reading and speaking skills, have the highest levels of development in the experimental group, because with the application of PBL students were stimulated to do researches by themselves and present the results or final product with explanation for other students or public. On the other hand, in the control group traditional methodology applied don't stimulate as deep as PBL learning and the development of these skills.

4.3. Reliability of Measurement

Before applying any statistical procedure to test hypotheses, validity and reliability of the measurement of the variables must be certain. Reliability is defined as the extent to which a test produces consistent, accurate results when administered under similar conditions. A researcher that collects data from the same population can run a Pearson correlation on the results. Population may improve from time 1 to time 2, but they still will be rank – ordered in the same way. Students with high scores in the first test will get high scores in the second test, and so forth. An r in the high 0.80 or .90 would show that the data is reliable.

Then in this research a Pearson correlation coefficient has to be calculated to find the consistency on the results of the experimental group in the pretest and the posttest.

r = Pearson correlation coefficient

N = Number of students

x = scores from the pretest

y = scores from the posttest

$$r = \frac{N\sum xy - \sum x \sum y}{\left[\sqrt{N\sum x^2 - (\sum x)^2} \right] \left[\sqrt{N\sum y^2 - (\sum y)^2} \right]}$$

Ninth B - Experimental Group				
x	x²	y	y²	xy
14	196	15	225	210
9	81	13	169	117
11	121	13	169	143
14	196	17	289	238
12	144	15	225	180
12	144	15	225	180
14	196	15	225	210
12	144	15	225	180
7	49	12	144	84
10	100	14	196	140
8	64	12	144	96
13	169	17	289	221
10	100	14	196	140
14	196	18	324	252
13	169	17	289	221
13	169	17	289	221
16	256	20	400	320
15	225	19	361	285
18	324	18	324	324
10	100	14	196	140
15	225	18	324	270
14	196	18	324	252
d 274	3564	346	5552	4424

$$r = \frac{22(4424) - (274)(346)}{\left[\sqrt{22(3564) - (274)^2} \right] \left[\sqrt{22(5552) - (346)^2} \right]}$$

$$r = \frac{2524}{\left[\sqrt{3332} \right] \left[\sqrt{2428} \right]} = \frac{2524}{2844,31} = 0,88$$

Correlation coefficient is 0,88. That means it's a confident result.

This coefficient states the measurement of the tests is *reliable*.

4.4. Testing the Hypothesis

To test the hypothesis, it's necessary to compare the means between the control group and the experimental one. For comparing means, the appropriate test is the **t-test**.

Experimental Group			Control Group		
Scores	Deviation from mean	Square Deviation	Scores	Deviation from mean	Square Deviation
15	-0,73	0,53	13	-0,41	0,17
13	-2,73	7,45	12	-1,41	1,99
13	-2,73	7,45	13	-0,41	0,17
17	1,27	1,61	11	-2,41	5,81
15	-0,73	0,53	14	0,59	0,35
15	-0,73	0,53	11	-2,41	5,81
15	-0,73	0,53	13	-0,41	0,17
15	-0,73	0,53	13	-0,41	0,17
12	-3,73	13,91	11	-2,41	5,81
14	-1,73	2,99	13	-0,41	0,17
12	-3,73	13,91	11	-2,41	5,81
17	1,27	1,61	15	1,59	2,53
14	-1,73	2,99	11	-2,41	5,81
18	2,27	5,15	17	3,59	12,89
17	1,27	1,61	14	0,59	0,35
17	1,27	1,61	15	1,59	2,53
20	4,27	18,23	17	3,59	12,89
19	3,27	10,69	14	0,59	0,35
18	2,27	5,15	12	-1,41	1,99
14	-1,73	2,99	18	4,59	21,07
18	2,27	5,15	15	1,59	2,53
18	2,27	5,15	12	-1,41	1,99
		Σ 110,36			Σ 91,32
Mean:15,73	σ = 2,29		Mean:13,41	σ = 2,09	

The **t-test** is calculated by the following formula

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

<p>X = mean σ = Standard Deviation N = number of students</p>

$$t = \frac{15,73 - 13,41}{\sqrt{\frac{2,29^2}{22} + \frac{2,09^2}{22}}}$$

$$t = \frac{2,32}{\sqrt{\frac{5,24 + 4,37}{22}}} = \frac{2,32}{\sqrt{0,44}} = \frac{2,32}{0,66} = \mathbf{3,515}$$

STATISTICAL DECISION

The necessary **t** for 34 degrees of freedom at the significance level of 0,05 is **1,69**, according to the table of **Percentage points for upper probability of Student's t-distribution**. The **t** obtained from comparing the means of the control and experimental group for 34 degrees of freedom is higher than the **t** of the table of **Percentage points for upper probability of Student's t-distribution**. at significance level of 0,05.

Statistical Decision for Specific Hypothesis

According to the statistical results obtained the **Null Hypothesis is rejected**, and the Hypothesis of this research is sustained: **THE APPLICATION OF PROJECT-BASED LEARNING (PBL) WILL INCREASE THE MOTIVATION TO COMMUNICATE IN ENGLISH LANGUAGE AND TO DEVELOP BASIC LANGUAGE SKILLS ON STUDENTS OF NINTH YEAR OF BASIC EDUCATION OF UNIDAD EDUCATIVA PARTICULAR ELOY ALFARO FROM MACHALA CITY.**

PART V

CONCLUSIONS

AND

RECOMMENDATIONS

5.1. Conclusions

After having determined and analyzed the causes-effects of this research project entitled **APPLICATION OF PROJECT-BASED LEARNING (PBL) TO MOTIVATE ENGLISH LEARNING OF NINTH YEAR STUDENTS OF UNIDAD EDUCATIVA PARTICULAR ELOY ALFARO OF MACHALA CITY, DURING THE FIRST TERM OF 2012-2013 ACADEMIC YEAR**, which was carried out through a quasi experimental method; the results are satisfactory. The statistic analysis permitted to reject the Null Hypothesis and sustained the Working Hypothesis. Therefore some conclusions can be formulated:

- The results of the pretest demonstrated what was established at the beginning of this research as a problem in the Unidad Educativa Particular Eloy Alfaro: a low level of participation of students and a low development of basic language skills because they are not motivated to English learning neither find it easy to learn nor useful in their lives. Both groups reached a mean of about 12,7, which is very low, since in testing other skills, the mean obtained by these students is usually at least 16. In addition the pretest allows us to know that both groups had a similar level of basic language skills. In this way this research was strengthened in its internal validity. In the other hand, the instrument (the questionnaire that students had to answer) to test the four competencies were really effective, since they allowed to measure the writing, reading, speaking and listening skills.
- The results of the posttest were very interesting for the objective of this research, since the control group maintained a similar level of listening,

except for writing, reading and speaking. This could be due to the fact of the application of PBL on students, so they were stimulated to do researches by themselves and present the results or final product with explanation for other students or public. On the other hand, in the control group traditional methodology applied don't stimulate as deep as PBL learning and the development of these skills. The experimental group showed an increase in all of the parameters. Thus, Writing increased in a 11.8%, Reading in a 13.8%, Speaking in a 12.6%, and Listening in a 8.2%. This leads to affirm that students now can express in every way because they are motivated.

- The innovative Project Based-Learning really invited students to communicate in English language through the basic skills. It was proved that the PBL method allows teachers and students interact with each other as they develop their entire creativeness causing an appropriate environment full of motivation for learning English.

- The applying of the techniques lasted a period of 3 months. Then the statistical analysis was made. The final statistical result by which the Null Hypothesis was rejected, got a significance level of 0,05. This level could probably be taken to a level of significance of 0,01 if the time of the research would had been longer.

5.2. Recommendations

It has been a great experience working on this research because it allowed me to learn more about certain methodology that can be apply in every class in order to motivate students to learn English language. And I also had the opportunity to learn more about statistics science, which are useful meanwhile evaluating educational processes. According to these statements, some recommendations can be formulated:

- Once the research work based on Project-Based Learning method for the Meaningful Learning of the English Language was carried out, we firmly suggest all English teachers to apply Techniques such as: **Debates, Group Work, Graphic Organizers, Oral Expositions, Researching, and Projects** in the whole Institution providing students with the necessary tools for acquiring a better performance in the English Language in order to obtain better results in the development of students' basic language skills.
- To prepare and train English teachers in a program of Project-Based Learning, as a way to improve English teaching-learning strategies and activities to develop basic skills and value English language in students.
- To apply the proposal of this research based on the application of project-based learning (PBL) to motivate English learning of ninth year students of Unidad Educativa Particular Eloy Alfaro, in order to improve communication and English skills of students.

PART VI

PROPOSAL

6.1 Proposal Theme

CREATION AND PUBLISHING IN A BLOG OF A PHOTO NOVEL PROJECT FOR NINTH GRADE STUDENTS OF UNIDAD EDUCATIVA PARTICULAR ELOY ALFARO OF MACHALA CITY, FOR PRESENTATION IN THE SCIENCE FAIR DURING THE 2012-2013 ACADEMIC YEAR

6.2. Background of the Students in Unidad Educativa Particular Eloy Alfaro in Machala

Unidad Educativa Particular Eloy Alfaro is a technical elementary and high school located in Machala, El Oro Province, Ecuador. It is a private institution serving primarily the middle class of Machala and surrounding cities and rural areas.

With the modern-day demands on education being put into place by the Ecuadorian government, all private schools must be sure to implement any and all strategies in order to meet the standards required while offering attractive extras to parents wishing to make sure their children get the best possible education in the extremely competitive world we live in.

Being able to dominate one or more foreign languages gives students a definite advantage in university studies or the work world for graduating students. In order to perk interest in students it is important to use modern

methods in teaching English which will motivate students to want to learn, and learn for life.

According to the research done in the school, the English language teaching-learning methodology has mostly been focused on memorizing grammar rules for tests, translation, and filling out books. These passive ways of teaching are out-of-date and cause boredom in students wanting more active and interesting methods.

6.3. Justification

Of the many different active teaching methods, Project-Based Learning is one of the more attractive ones for both teachers and students.

When students and teachers get involved in projects where they are able to use the knowledge acquired in a practical way, the learning will be for life and not only to have it on paper or memorizing data for tests.

This Proposal allows students to create and to publish a photo novel came from an idea shared amongst teachers and English students. This project will prove to be interesting, not only for the students from ninth year of basic education in Unidad Educativa Particular Eloy Alfaro, but also to all those who visit the student's blog or come to the Science Fair where they will be able to witness firsthand the students' work.

Another benefit to this proposal is that parents, fellow students and others will be able to recognize the students' verbal skills during their presentations.

6.4. Purpose and Aim of the Proposal

The purpose and aim of this proposal is to provide teachers an alternate teaching method which are both modern and interesting for students. Also it will provide a way to connect to other subjects and the community when the students are creating and later displaying their works on a blog and in the science fair.

6.6. Review of the Literature

According to Beckett (2006), Project-Based Learning's history began in the mid 1800s, when David Snedden applied it to teach science in American agriculture classes. Then in early 1900s, John Dewey, considered as the father of progressive education promoted "learning by doing" (Krajcik, Czerniak & Berger 2003).

According to Foshay (1999), Kilpatrick also included four components to this method: purposing, planning, executing, and judging. For Thomas (2000) the assignments of projects help students to get learning by practice.

Creating a Photo Novel is one of many options for a PBL experience and, although it might be a new idea to some local English teachers in Machala, in other parts of the world it is one of the principal ways teachers motivate ESL Students to increase their English level in a fun and creative way.

One of the sources which mentions this technique within Project-Based Learning is <http://busyteacher.org>. This resource mentions the following about photo novel:

“This is a wonderful extended class project. The first thing you have to do is get your hands on a Polaroid camera, or simply use a regular digital camera and print the shots later. **Have your students come up with an idea for a short story plot.** Take a sequence of photos of your students acting different scenes of the plot. Once you have all of the photos printed out, students assemble them into a book or magazine format and write the captions below each one.” (<http://busyteacher.org>, 2013)

It is important to give teachers different options when implementing a new method for teaching. As can be read above, this source suggests having students come up with a plot first and then taking pictures in order to “fill in” a magazine or book and then writing the captions below the pictures. However, students could also develop the stories as they go, based on the pictures they take, thus adding to the creative element of this proposal.

Before having students do their own photo novels, it would be extremely helpful to have them work with pictures and describe what’s happening in each one. For example the ones found in the followings sites:

“Upon completion of the photo novels the students will upload them onto a Blog where they can share their stories with classmates, friends, and

family. The importance of using technology in today's classroom cannot be understated."(<http://www.eslflow.com/What-are-they-doing.html> , 2013)

"As the Internet becomes an increasingly pervasive and persistent influence in people's lives, the phenomenon of the blog stands out as a fine example of the way in which the Web enables individual participation in the marketplace of ideas."

(<http://www.glencoe.com/sec/teachingtoday/educationupclose.phtml/47>, 2103)

Many educators agree that blogging, that is using blogs, in the classroom is a very effective way to motivate students. The following was stated in an excellent research paper about blogging (<http://sl.sabanciuniv.edu/sl-blogs/blogging-classroom>, 2013):

"Blogs used in the classroom promote an "inquiry-oriented approach" to learning, which means that the learning becomes a challenge, as it awakens students' curiosity and allows them to express ideas in their own individual way (Wells, as cited in Glogowski, 2007).

According to Glogowski (2008), blogging "is about meaningful, thoughtful engagement with ideas". He also sees blogging as something that allows the student to become independent researcher and therefore take part in a "conversation" with other learners and as well as the teacher through the commenting facility of blogs. "I believe that it is my role as an educator to

ensure that my students are given opportunities to grow as individuals, and are not treated as mere pupils who passively receive information”, Glogowski (2007).

Blogging can be a tool in encouraging students to become more active in the classroom. For one, writing their own blog makes them more active as does researching for the content of their blog writings.

6.7. Research Design

For significant learning to take place, students need to learn in context and also see the importance of what they’re learning as it relates to their individual lives. In other words, in order for long-term memory learning to take place, knowledge must be applied in a practical way. This is especially true of learning a foreign language. If you don’t practice it, you lose it.

The approach being used in this proposal is the Empirical-Analytic Method which allows the teacher and students to explore along the way, then analyze the results and make needed changes.

Being that there are four stages to the realization of PBL, purposing, planning, executing, and judging, they will all be incorporated in the action plan.

The students of 9th Basic Year of the Eloy Alfaro School were chosen because, not only are they age-appropriate for an activity like this, but they are also capable enough to carry it out.

Data will be collected before, during and after the project in order to plan, execute and assess the entire activity. Besides the pictures taken and the finished products themselves, surveys will be applied in order to see the level of satisfaction of visitors to the students stand in the Science Fair.

After the surveys are collected, the students will help tabulate the results which will later be shared with parents in the next parent-teacher conference.

6.8. Timetable and Action Plan

#	Activities	Responsible	Time	Achievement Indicator(s)
6.8.1	Plan classes for 9th grade Students including picture recognition and applicable activities.	English Teacher English Coordinator Vice-Principal	August, 2012	Lesson Plans Approved
6.8.2	Teach students pertinent vocabulary in order to write a short story with pictures.	English Teacher	August, 2012	Vocabulary shown in Ss notebooks.
6.8.3	Have students work in groups to generate ideas for their photo novels.	English Teacher	August, 2012	Pictures of Ss working in groups. Results of brainstorming
6.8.4	Each student creates a photo novel using ideas from their photos taken and printed.	English Teacher	August and September, 2012	Finished photo novels

6.8.5	Create a Blog where students can publish their works online and share with each other.	English Teacher Computer Teacher	August and September, 2012	Blog with uploaded photo novels
6.8.6	Have students decorate and bind their final drafts of their photo novels.	English Teacher	September, 2012	Finished products ready for the Science Fair
6.8.7	Present photo novels to the public in the Science Fair.	Vice-Principal English Teacher Students Parents	October, 2012	Stand with finished works of the students. Visitors from Eloy Alfaro and other invited schools
6.8.8	Evaluate the entire project	English Teacher	October, 2012	Self Evaluation realized by students and teacher Surveys taken of visitors to the stand

6.9. Significance/Expected Outcome of the Proposal

The expected outcome of this proposal is that the students, having been able to use their English knowledge in an interesting and creative project will begin to like English more. Also, it is expected that their level will increase as they are put into situations where they must use the target language.

Also, students will learn how to use technology for learning purposes and not just for entertainment.

Another expected result is that other teachers of English and other subjects also become more involved with Project-Based Learning and use these kinds of projects to stimulate their students learning capabilities.

6.10. Glossary of Terms

Blog: A **blog** (a contraction of the words **web log**) is a discussion or informational site published on the [World Wide Web](#) and consisting of discrete entries ("posts") typically displayed in reverse chronological order (the most recent post appears first).

ESL: English as a Second Language

PBL: Project-Based Learning

Photo Novel: A story created by students based on random pictures taken in the community.

Significant Learning: Knowledge acquired which is useful in a person's life and thus permanently learned.

Target Language: The language which a person is learning, also referred to as a "Second Language".

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