

Master's Dissertation/
Trabajo Fin de Máster

INCREASING SPEAKING SKILLS OF HIGHER EDUCATION LEARNERS THROUGH CLIL PROJECTS IN A NON-ENGLISH-SPEAKING CONTEXT

Student: Benítez Alvarado, Paúl

Supervisor: Dr. Xavier Díaz Pérez

Department: English Philology

October, 2020

Dedicated to my family, who taught me that it is never too late to pursue my goals and for all the support given.

ABSTRACT

This paper aims to analyze the advantages of projects to increase speaking skills through different didactic activities, where accuracy and fluency will be measured as well as the impact of these projects on Higher Education learners. These projects seek to engage learners to adjust their mindset into a tangible function of the language for real-life speaking situations. Last but not least, the purpose of this study is to analyze how effective projects are in the process of language acquisition as well as the improvement of speaking skills.

Keywords: CLIL; English; projects; speaking skills; Higher Education.

RESUMEN

Este trabajo tiene como objetivo analizar las ventajas de los proyectos para mejorar la destreza de producción oral a través de diferentes actividades didácticas. Se medirá la precisión y fluidez en la producción oral, así como el impacto de estos proyectos en los estudiantes de educación superior. Los proyectos buscan involucrar al alumnado en el cambio de su mentalidad a una función tangible del idioma para situaciones del habla aplicables en la vida real. Por último, pero no menos importante, el propósito de este estudio es analizar el grado de efectividad de los proyectos en el proceso de adquisición del lenguaje, así como la mejora de las habilidades para producción oral.

Palabras clave: AICLE; inglés; proyectos; destreza de producción oral; educación superior.

TABLE OF CONTENTS

1. INTRODUCTION	
1.1. Objectives	9
General objective	10
Specific objectives	10
1.2. Research questions	10
1.3. Research hypotheses	11
Independent variable	11
Dependent variable	11
1.4. Justification and Relevance	11
1.5. Sections	14
2. LITERATURE REVIEW	
2.1. CLIL background analysis	15
2.2. CLIL pyramid	18
2.3. Bloom`s Taxonomy	21
2.4. What is CLIL and bilingualism?	22
2.5. CLIL and bilingualism: A comparative overview	23
2.6. What is project-based learning?	25
2.7. Why Flipgrid?	27
3. METHODOLOGY	
3.1. Introduction	29
3.2. Research design	29
3.3. Variables	31
3.4. Instruments	32
3.4.1. <i>Instrument design</i>	32
3.4.2. <i>Instrument validation</i>	33
3.4.3. <i>Instrument administration</i>	33
3.5. Data collection	34
3.6. Participants	40
4. RESULTS AND DISCUSSION	
4.1. Students' survey	42
4.2. Teachers` survey	45
4.3. Statistical analysis	49

4.4. Pre-test and Post-test Means CG and EG	49
Paired Sample t-test Results from CG and EG	51
Independent sample t-test	51
4.5. Discussion of results	53
5. CONCLUSIONS	54
References	56
Appendices	62

TABLE OF CHARTS

Students' School projects Online survey	
Chart 1: Students' online survey – Item 1	42
Flipgrid Students' satisfaction Online survey	
Chart 2: Students' satisfaction survey – Question 1	44
Chart 3: Students' satisfaction survey – Question 2	44
Chart 4: Students' satisfaction survey – Question 5	45
Teachers' standards self-evaluation Online survey	
Chart 5: Teacher's online survey – Question 1	46
Chart 6: Teacher's online survey – Question 4	47
Chart 7: Teacher's online survey – Question 5	47
Chart 8: Teacher's online survey – Question 8	48
Chart 9: Teacher's online survey – Question 10	49
Chart 10: Means obtained Pre-test / Post-test CG and EG	50

TABLE OF FIGURES

Figure 1: The 4Cs Framework for CLIL	17
Figure 2: Bloom's Taxonomy & Virtual Reality	19
Figure 3: CLIL Core elements	20
Figure 4: Bloom's Taxonomy Categories before and now	21
Figure 5: Content and Learning Integrated Language	23
Figure 6: Educator as a model learner	25
Figure 7: Project-based learning features	27
Figure 8: Experimental Group Student – Task 1	35
Figure 9: Experimental Group Student – Project-based Task	39

Figure 10: Cohen`s d effect size	52
----------------------------------	----

TABLES

Table 1: CLIL & bilingualism: A comparative overview	23
Table 2: Task 1 informative data	36
Table 3: Task stages	37
Table 4: Sample / participants	40
Table 5: Paired sample t-test results	51
Table 6: Independent sample t-test	51
Table 7: Cohen`s d formula	51
Table 8: p-value CG and EG	52
Table 9: Confidence interval (2-tailed significance)	52

APPENDICES

Appendix A – Oral presentation rubric	63
Appendix B – Self-assessment chart	64
Appendix C – Health problems worksheet	65
Appendix D – Group presentation rubric	66
Appendix E – TOEFL iBT Test Independent Speaking Rubric	67
Appendix F – TOEFL iBT Test Integrated Speaking Rubric	68

1. INTRODUCTION

This paper aims to study the field of CLIL speaking strategies as stated by Bygate (1987: vii) about the way learners learn to speak a foreign language: "speaking is a skill which deserves attention as much as the literary skills in both native and foreign languages". Therefore, it is of utmost importance to provide learners with as many activities as possible to help them acquire productive skills, in this case accurate speaking skills to be produced in such a competitive and global job market.

In the city of Ambato in Ecuador, at Los Andes Language Center, which is a private language institute that belongs to UNIANDES (*Universidad Autónoma Regional de Los Andes*), the implementation of different projects has been seen to contribute to and increase the levels of proficiency throughout all the learning process, as well as the competence to be a good worker with skills that allow to speak eloquently requiring critical appraisal to defend all issues relating to their field of study. There were no problems of any kind with the standard way of teaching in the past, but combining and integrating curriculum, which means content and language instruction, have been utopian dreams, considering that Ecuador is trying to adapt these methodologies in the educational system at all levels of education, as Dadour & Robbins (1996: 165) mentioned in their studies about how effective the strategy of developing speaking skills in university level learners is. Undoubtedly, here is where the significance of this study appears, due to the lack of opportunities university students have to combine their studies with real-life situations to generate productive and competitive workers.

Moreover, a didactic proposal analysis is used to explain how projects provide the opportunity to produce English in diverse situations through an online tool that stores all oral projects, in this case, Flipgrid¹. All the projects have always been focusing on fluency and accuracy, resulting in the difficulties teachers and learners face when teaching and learning content being partially solved, and the effects of the final products based on the didactic materials

¹ <https://info.flipgrid.com/>

used to reach those expected outcomes being largely accepted by students at *Centro de Transferencia y Desarrollo de Tecnología (CTT) de Los Andes* Language Center.

To give a general idea of what the web 2.0 tool called FLIPGRID offers, students can freely talk about the topic given with the confidence needed to communicate without timidity or any sense of shame, hence gradually developing fluency, as well as the natural production of a second language applied to a real college content. To clarify the use of this online tool to store important linguistic projects, it will be necessary to include real examples from students who have contributed to this study, and whose speaking and linguistic skills have notably improved.

Brown (2001: 47) contributed to the educational world by promoting the development of both learners and teachers' linguistic skills. This suggests that classroom practice has exceptional importance as learners will become functional language producers. In the same way, it will be necessary to have well-trained teachers who will be responsible for designing and implementing student-friendly techniques in the classroom to avoid decreasing resilience to learn a second language. In addition, Brown delimited principles that are detailed as "principles of recommendation". Thus, context, interactivity and practice are the those that a CLIL classroom needs to implement. Similarly, Dewi (2016: 346) referred to the implementation and significance of project-based learning techniques aimed at developing speaking skills in the classroom. For instance, the preliminary preparations, planning, acting, observing, reflecting, and evaluating the results of the teaching-learning speaking process helped to figure out that a well-structured project contributes to the development of good speaking skills by comparing the results of each stage. Therefore, all this should not be left to chance as the evolutions of future linguistic skills deserve careful planning. The CLIL area must not be an exception in this respect, since the use of content through a second language has been used for improving students' proficiency in the target language (which is only part of the process) as well as in their mother tongue in different areas, which leads us to generally understand intercultural factors and help learners think critically.

Cenoz, Genesee & Gorter (2014: 257) found fault with the ambiguity CLIL methodology involves when institutions immerse the use of L2 and content-based instruction in their programs. They also emphasize how accurate this methodology is to allow experiences and knowledge be part of a dual-focused enlightening approach where both language and content are wisely intertwined to impart significant content by skilled instructors involving learners in this uncommon variation of language acquisition. Moreover, there are factors to consider in this dual-focused language instruction, and based on the flexibility of CLIL programs, the curriculum in a specific context must be adapted to the generalization of contents a program must include. Thus, it is necessary to create a very detailed instructional scheme from smaller to greater difficulty of contents as the teaching-learning process should be done gradually, considering Beardsmore's opinion cited by Dewaele, J., Beardsmore, H., Housen, A., & Wei, L. (2003: 6).

Among all the benefits of CLIL at any phase of education, Chostelidou & Griva (2014: 2171) proved the effectiveness of projects grounded in CLIL methodology by developing reading skills in higher education learners. As they add, this process fostered a high-quality analysis in controlled and experimental groups. The efficacy of content and linguistic related subjects were reflected in second-language acquisition terms (SLA), since they offer learner's good conditions for acquiring linguistic skills more naturally than old-fashioned curriculum programs. This leads to institutions and teachers to diagram a well-developed use of the second language that helps learners be part of an English-speaking environment. The curriculum, in this sense, is meant to expose the whole educational community to an intensive L2 usage focusing on the use of the target language, rather than on its form, which is basically the real objective of CLIL immersion in educational practices.

1.1. Objectives

The goals of this study are hereunder categorized in accordance with their importance:

General objective:

- To measure the impact of CLIL projects on speaking skills for Higher Education learners.

Specific objectives:

- To analyze the way learners, acquire speaking skills through different didactic speaking activities.
- To study the effect of an academic communicative environment on SL learning.
- To analyze the effect of the students' involvement in real-life speaking situations on their acquisition of the foreign language.

1.2. Research questions

This study attempts to answer the following research questions:

- What are the strengths and weaknesses of CLIL projects?
- What is the importance of CLIL projects in Higher Education students?
- Which steps should English teachers follow when integrating content and language teaching?
- Should Higher Education students learn English or learn in English?
- What is the basic knowledge required for a current CLIL teacher?
- What is the role of an English teacher and a content teacher in a CLIL classroom?

Due to the implementation of different strategies to impart content through a second language, it has been possible to comprehend what the strengths and weaknesses of these strategies are when including projects in a non-English-speaking context. Thus Higher University students have received another form of instruction to learn their subjects along with content in English that will contribute to immerse these college students in a very competitive and professional work field. This suggests that all the members of the educational community need to be trained in order to cooperatively create a well-designed curriculum as well as integral projects that help the institution and learners to

grow academically. Nonetheless, here is where the dichotomy appears, since there are professors that firmly believe that students should not learn content in English to avoid important misunderstandings, whereas, on the other side, there are professionals that strongly recommend the use of both languages at the time of teaching university subjects to produce globally competent graduates. In fact, all integrated skills should be taught at all levels of education, so that teachers could carry out different projects which not only involve the use of L2, but also the teaching of contents specific to their competence. As can be seen, the roles of English and content teachers is essential, as they must be capable of discovering opportunities for improvement with a view to seeking efficiency and the creation of sustainable competitive advantages.

1.3. Research hypotheses

If higher education students are exposed to speaking projects, they will be able to express themselves accurately and deal with real-life situations in a competitive linguistic environment using FLIPGRID, and adapting their content-related materials in educational programmes.

In the hypotheses, it can be seen that the aim is to prove through a well-structured study, the way both variables are closely related.

Independent variable: exposure to speaking projects.

Dependent variable: production in a competitive linguistic environment.

1.4. Justification and Relevance

The field of CLIL speaking strategies needs to be analyzed, since university learners still face difficulties when acquiring productive skills in Ecuador, taking into account that this country looks for adopting these methodologies in the entire educational system. Moreover, a didactic proposal analysis would be used to explain how projects provide the opportunity to produce English naturally, always focusing on fluency and accuracy, which are the main difficulties teachers and learners face when introducing content through a foreign language. Hence, the effects of the final products based on

the didactic materials used to reach those expected outcomes are noticeable as students tend to produce English in a natural way. Thus, it would be ideal for learners to think outside the box and start producing the foreign language naturally, without paying attention to errors and lack of communicative skills which are also challenges for CLIL learners, since they feel afraid of presenting a topic before their classmates. It could also happen that the topics given are not interesting for them, and then their concentration is lost due to the monotonous didactic strategies used to do so. As a consequence, what is relevant to measure after all, is the impact of these projects and how effective they are in the process of acquiring realistic speaking skills to increase students' levels of proficiency and to make good use of the content through real-life scenarios derived from the project-based approach implemented in a classroom.

Dannels (2001: 144-158) highlighted the importance of communicative practices in the classroom. According to her, a communicative classroom atmosphere should be connected with the curriculum itself, since this educational program requires the content and language involvement. This implies that learners will not pay special attention to linguistic mistakes. In this connection, this communicative practice could help overcome stage fright. Viewed in this way, higher education students obtain communicative skills for a competitive and skills-based work environment. As quoted above, speaking across the curriculum becomes an essential issue to deal with. That is why productive skills –speaking and writing– as well as receptive skills –listening and reading– should be taught in a comprehensive and universal manner. Consequently, integrated skills can benefit learners, since they will be able to achieve realistic social competences through the application of practical and pedagogical strategies inside the classroom, as studied by members of the California High School Speech Association's Curriculum Committee (2004: 216). The idea of incorporating classroom debates gives learners the opportunity to make their voices heard. At this stage, learners begin incorporating formal language to their critical appraisals, in conjunction with evidence to support their proposals. As a consequence, the classroom environment is converted into a place where learners' involvement and

commitment is constant due to these innovative pedagogic proposals, among others. To complement the idea of improving communicative skills inside the classroom, Weiss (1998: 11) described the feasibility of these practices with the support of the administrative dependence to promote continuous and regular programs to evade affecting learners' instructional process.

Higher education instruction deserves a particular and detailed curriculum design and then, during the learning process, an effective implementation when integrating content and language. That is why Costa & Coleman (2010: 22) analyzed the way university professors transmit their lectures and what is the vehicular language to use at the time of combining content and language. Their findings were satisfactory, since the input higher university students received was even more consistent as they were producing a second language naturally, in this case English. As they were asked to constantly emit and transmit the career's subjects in other than their first language, as a result, college students had the opportunity to build their language acquisition gradually. Therefore, a second language becomes easy to learn if the environment is adequate and everyone tends to communicate using a different language. This, of course, is thanks to the way learners absorb knowledge, as they have been exposed from the beginning of their instructional process. This project implementation would not be possible without the commitment of well-trained teachers who are expecting their students to speak English in the short run.

Indeed, the importance of using project-based learning (PBL) activities to improve the student's speaking skills was pointed out by Maulany (2013: 30-42), who states that PBL was introduced as part of the curriculum, seeking to prove the most pedagogical activities to promote speaking skills development. Thus, PBL and speaking activities considerably help young learners to produce the language naturally, since this method is student-oriented. Both content and language are involved in the process of a second language acquisition. In fact, the educative framework will be the beneficiary of implementing both approaches, since CLIL and PBL are extremely suitable for contributing to the

improvement of the whole educational community, as Lastra-Mercado (2016: 19) emphasized.

1.5. Sections

Chapter one lays out a general view of the investigation's subject matter, covering the investigation topic, general and specific objectives, research questions and hypotheses. Inside this chapter, a detailed description of the origins and importance of oral projects to improve the speaking skill has been set.

Chapter two establishes the backgrounds of this research project. As explained in this chapter, project-based strategies have been effective when learning English and have a long trajectory and a positive effect on L1 learners.

Chapter three is where the entire methodological process is outlined and studied together with an overall discussion of the results.

Chapter four shows the analysis of results obtained in this study, a detailed statistical examination was conducted to authenticate and answer the research questions.

Then, along with the conclusions drawn throughout this study, the final chapters involve a number of methods to tackle these flaws in the classroom.

The paper closes with the references which have been used in this dissertation and with the appendices included as support to illustrate what has been explained during this research project.

2. LITERATURE REVIEW

Fostering successful CLIL project implementation is a serious challenge that public and private institutions observed in a long-term field study, after analyzing its pitfalls related to cultural and context immersion through the use of a foreign language. In addition, oral skills are essential for communicative purposes in an English-speaking world. Thus, the development of productive skills might be adapted to different necessities, taking into account the project's educational institutions. The evaluation of classroom performance is obtained by the implementation of engaging activities to promote learners' confidence and enthusiasm to participate, such as role-plays, speeches, debates, conversation groups, etc.

As a consequence, from a linguistic point of view, the CLIL approach contributes and guides the language process when acquiring productive skills. Moreover, language teachers and content teachers have the opportunity to extract the essence of CLIL projects, which is developing language skills.

2.1. CLIL background analysis

CLIL essence, as it was analyzed by Cinganotto (2016: 383) in Italy, proved that the immersion of Content and Language Integrated Learning in the school curriculum guided learners to their future educational process, without ignoring the assets and pitfalls that CLIL implementation could generate. Taking the adverse Ecuadorian context into account and comparing the results with the Italian perspective, Andrade Mendoza & Padilla Padilla (2020: 325), analyzed the evolution of didactic methodologies to teach a second language and to promote the improvement and preparation of English teachers, since they are responsible for making students execute the characteristics of a CLIL environment. Cooperative work has in turn prompted the need for well-trained content and language teachers to promote a constructivist education while learners are conceptualizing their own capabilities. To illustrate this point of view, learners will be able to understand more complex structures and grammatical references by sequentially building and transforming their life

experiences into useable knowledge, which is mainly the emission of content, critical thinking and independent skills to become an L2 autonomous language producer. Darn (2006: 6-15) added that, apart from the innovative perspective CLIL offers to the instructional process in Europe, it is important to notice how socio-political factors also influence the operative scheme that CLIL programs require. This reference of a political and administrative analysis was investigated by Paredes Satín, Henríquez Antepara, Zurita del Pozo, Pinos Medran, Apolinario Arzube & Campoverde Méndez (2018: 7). In this analysis the necessity of incorporating training programs into the teachers' professional requirements is evident, as the principles of this methodological approach demand learners to communicate fluently and naturally in English. Then, a content-based learning instruction provide successful outcomes in larger scales. This idea was also emphasized by Lasagabaster & Sierra (2010: 369) when talking about the immersion of CLIL programs at any level. These programs must be carefully planned and designed, and the ones who are involved in this content-based implementation must demonstrate academic achievements. If this is the case, not only native speakers seek to maintain good language proficiency and communicative skills, but content teachers are also called to be prepared for a cooperative and engaging use of the target language to communicate effectively in a variety of issues.

Consequently, as Murillo-Caicedo (2016: 20) indicated in her study about the process teachers should face to renovate their pedagogical practices, most of the time this process has caused dissent when the curriculum tends to adapt different cognitive, linguistic and cultural assets. This is due to the flexibility non CLIL teachers ought to deal with when content in a mother tongue should be taught in a second language. Bilingual teachers, then, must accompany their colleagues in pursuit of a specific learning and multi-eloquent objective.

At this stage, it is relevant to mention the usefulness of appropriate learning materials. CLIL, in so doing, deserves a special treatment when including classroom material, as it should be functional or purposed-based on the fulfillment of the essential objective of a CLIL program which seeks to

provide suitable teaching tools to support learners' confidence and second language acquisition processes, as suggested by Mehisto (2012: 17).

It follows that an innovative educational model needs to integrate components to obtain effective outcomes. In this way, the 4cs CLIL curricular model covers undoubtedly complement the way learners register their second language acquisition, as they are exposed to a variety of inputs where the communicative production or content is integrated in a context that learners could recognize easily. They should also be aware of its relevance for their language improvement.

- Figure 1

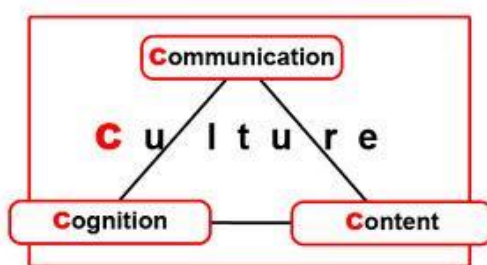


Figure 1: The 4Cs Framework for CLIL

At the time of teaching English, teachers look forward to making learners succeed in real-life situations by building lifelong learning skills for different purposes. The main point of this is to create autonomous and independent L2 students whose skills can be developed as they wish, so that they will never stop improving their communicative skills. This mindset truly stands for how they have felt passionate about once they got a learning challenge in their lives. For instance, the first step is to turn mistakes into chances to grow based on their common mistakes. These understandable errors help learners create consciousness when a proper feedback has been provided by the teacher. As a result, the student acquires a learning ownership and stays curious in order to get his/her learning goals. Lastly, as the Chinese proverb said, "Tell me and I forget. Teach me and I remember. Involve me and I learn". Teachers have been called to evoke and foster students to keep on learning and developing their talents by giving tools to enjoy what they do and to be critical when thinking for a globalized world encounter.

2.2. CLIL pyramid

The 4cs framework contributes to carefully design and plan content based learning lessons, as the principles of this constructivist approach tends to build knowledge from learners' experiences. In this way, content, cognition, communication and culture are closely linked to this pyramidal and innovative approach, as devised by Meyer (2010: 295-300).

Content has to be with the way learners build and acquire pieces of information intrinsically. As a result, learners combine skills and understanding to accomplished the teacher lesson plan. As Coyle (2005: 1-17) suggested, the following questions help teachers answer controversial doubts when integrating content and language in a lesson plan.

- What will I teach?
- What will they learn?
- What are my teaching objectives?
- What are the learning outcomes?

Cognition stands for learners' willingness to participate in difficult tasks by learning and thinking. As Coyle (2010: 105) stated that the learning process should provide new challenges in which students must learn to thrive, other observations indicate that CLIL cognitive lessons help to increase higher order thinking skills, as Forehand (2010: 44) mentioned in the cutting edge paper discussing Bloom's taxonomy. The questions a teacher might ask to reach this stage are:

- What type of questions should I ask to encourage learners' active participation?
- What type of activities should I include in the lesson plan to promote the development of higher order thinking?
- What type of skills should I focus on to combine language instruction and content?

- Figure 2

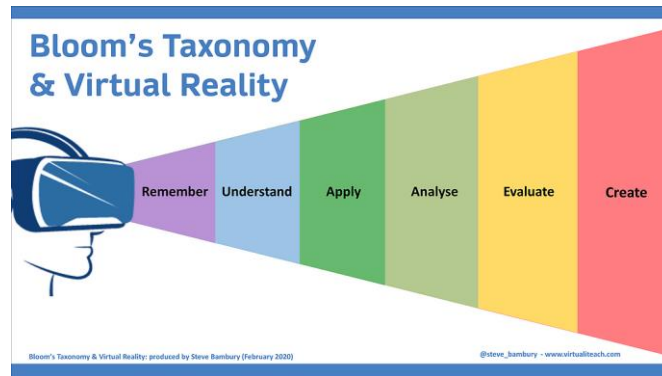


Figure 2: Bloom`s Taxonomy & Virtual Reality

Communication is considered the mid-point, as it aims to meet two main objectives: learning to apply and use the language and at the same time, applying and using the language to learn. Therefore, the outputs required at this stage are meaningful for students, as they produce the target language without restrictions. This means that learners must focus on developing cognitive skills by the use of language. Some preliminary work was carried out by Meyer (2010: 299) to define this linguistic scheme, which was divided into three parts. The language of learning refers to the language learners use to be exposed to a new content; the language for learning concerns the way learners use their skills to deal with new information; and language through learning refers to the language learners acquire during the teaching-learning process. For a successful lesson plan, it is necessary to answer the following:

- What is the appropriate language should I use to expose learners to new content?
- What specific real English language should I use for communicative interaction?
- Should I focus on content rather than grammatical structures?

Culture deals with a delicate and very controversial problem, since language is directly connected with culture and its intercultural awareness, as stated by Coyle (2010: 97-111). Sometimes specific subjects require a good cultural explanation, as there are some words that might be considered offensive in one region of the world but in other places these words sound pretty normal. That is why an effective CLIL lesson plan should avoid touching

everyone's sensibility, as the integration of the 4cs suggests. The following questions would help teachers avoid cultural misunderstandings.

- What cultural misunderstandings should I be aware of?
- What type of contextualization should a CLIL integration focus on?

As shown below, CLIL focuses on progressively making learners deal with adequate and reliable material successfully. By doing so, learners and their constant exposure to the target language can receive meaningful inputs. This premise has to consider the learners' learning purpose, as different aspects must be taking into account when dealing with techniques and methodologies to cover linguistic competences that are required to analyze language, culture and employability, as Coelho (2017: 29) points out. Preliminary authors' analysis in this field focused mostly on the guidance learners must obtain within the second language acquisition process. Needless to say, this support given by specialized content and language teachers compiles the usage of various scaffolding techniques to help learners come to terms with the immersion to a gradually focused style of learning, as language skills are improving through time.

- Figure 3

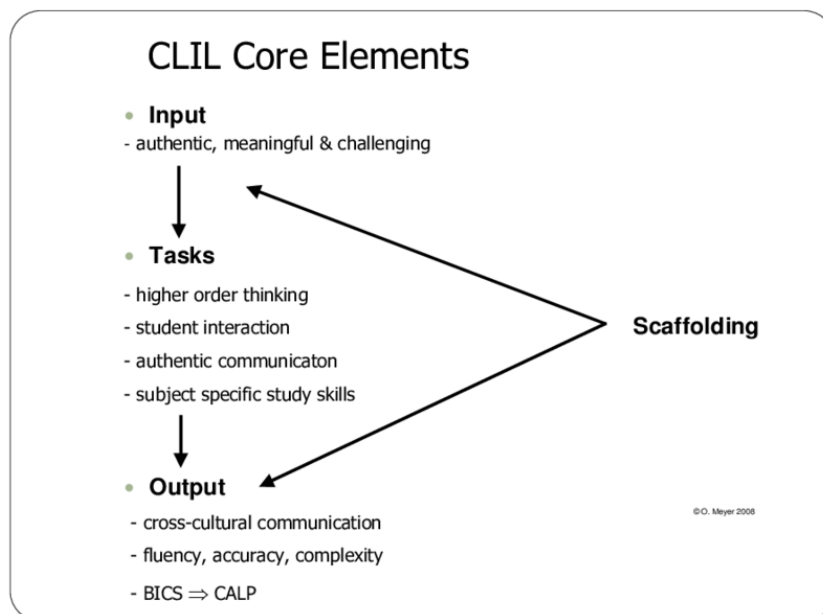


Figure 3: CLIL Core elements

2.3. Bloom's Taxonomy

The Council of Europe (2011: 40) pointed out the necessity to treat diversity differently, since culture and its features are not the same worldwide, and the same applies to learners' ways of learning. Therefore, structured tasks are mainly focused on how content and input are presented in the class. Similarly, a well-structured lesson will help learners to stay focused on a task where clear instructions were given as well as support before, during and after the activity development. On the basis of the abovementioned scheme, adequate and systematic input will lead learners to produce language with cultural and verbal appropriateness.

Conklin (2005: 154) in his analysis regarding the learning, teaching and assessing process clearly stated that the teaching-learning environment must be cautiously adapted by teachers and institutions, as well as the desire for well-founded curriculum based on the development of higher-order thinking skills, as language and content teachers are called upon to exemplify and provide stepped teaching lessons to accompany learners during their second language acquisition practice.

The following figure portrays how terminology changed in Blooms' categories, as it refers to CLIL model in a way learners are able to build their knowledge considering that this structural approach tends to debunk information gradually. Second language acquisition is then easy and comprehensible for learners to produce meaningful outputs.

- Figure 4

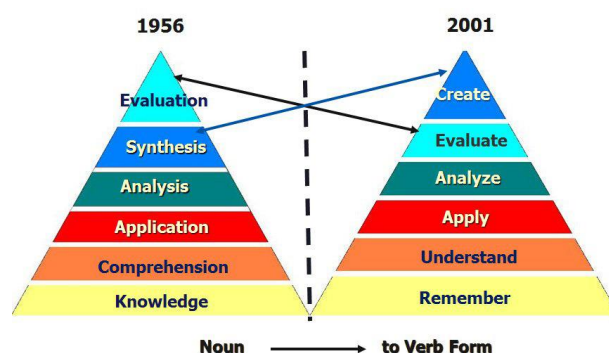


Figure 4: Bloom's Taxonomy Categories before and now

2.4. What is CLIL and bilingualism?

First of all, a fair comparison between bilingualism and CLIL must be done. Some schools here in Ecuador have built programs for applying new methodologies to help students acquire realistic language skills. Moreover, bilingualism is a two-language skill approach where there are different aspects to consider: skill and use. In general, bilingualism varies from limited two-language skills to advanced skills since it allows the speaker to work and deal with a two-language approach as a native-like speaker. However, for a person to be considered bilingual, it will be necessary to have different skills, such as the ability to positively relate and communicate with others naturally, to read in two or more languages, or to understand and use two languages at the same time. Dalton-Puffer, Llinares, Lorenzo & Nikula (2014: 54) analyzed how these terms have been a source of confusion, as both differ in meaning and application. In addition, CLIL is applied to all those different schemes, including some types of immersion and bilingual education, where a foreign language is an academic tool that influences the learner's entire learning process, as it includes different methodologies to integrate content and language at the same time. These methodologies usually take into account student approaches to learning. Consequently, this content and Language Integrated Learning approach has a strong connection to content teaching in a target language with a standard language of tutoring. This educational approach contributes to dual-focused education where both subject and language of instruction are given specific attention, due to the fact that second language acquisition programs are becoming the pillars of a new competence to be competitive in the modern world of work, as García (2009: 322) emphasizes.

In fact, when dealing with the benefits of CLIL immersion, it must be acknowledged that content and language learning instruction has been widely accepted by the educational community, as CLIL also helped English teachers around the world to try out transversal and integrative contexts to provide the starting point into the field of bilingualism. Both are important at the time of learning, as people will look for personal and professional growth, since being

exposed to diverse information increases the opportunities to face challenges in life in a different way.

- Figure 5

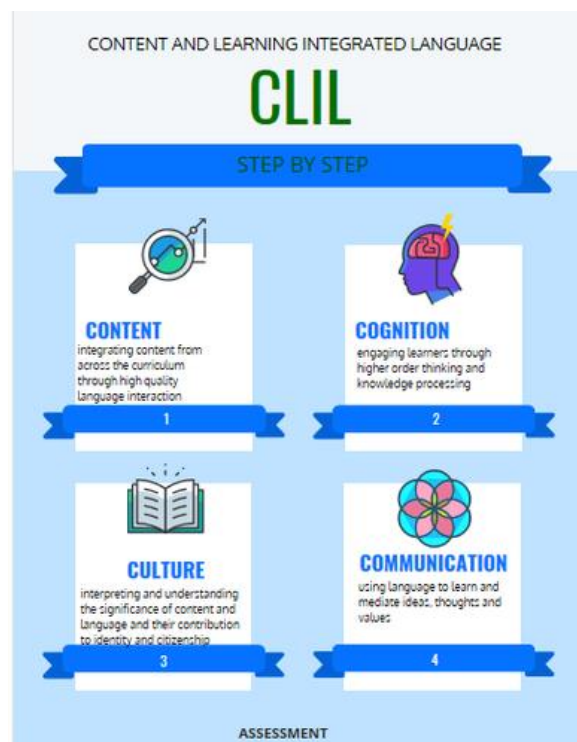


Figure 5: Content and Learning Integrated Language

In the previous chart, the advantages and disadvantages of CLIL and bilingualism, educational implementations are presented to better understand the way in which each one influences learners during the teaching-learning process and leads to differentiate every single linguistic immersion, as they are both different paths to the second language acquisition.

2.5. CLIL and bilingualism: A comparative overview

- Table 1

CLIL		BILINGUALISM	
PROS	CONS	PROS	CONS
Use of language in different contexts.	Demands teachers on are increased.	Learners are able to communicate in a foreign language.	Limited vocabulary, and time consuming.

Accelerates learning.	Planning is time consuming.	It increases employment options.	Speech impediments.
It is authentic (learners have a real need and desire to use English).	Money for training language teachers and subject teachers.	Learners perform multi-tasking, creative thinking and problem solving skills, and it has positive effects on the brain.	Learners should be fluent in both languages for not being and feeling isolated.
Fires the brain up and activates students' interest in other languages.	Curriculum adaptation against the national curriculum.	Children will find easy to learn more languages.	Cultural barriers.
Stimulates collaborative work, beneficial for the school.	Difficulties to find suitable material.	It improves memory and social skills.	Learners may need parent's help to translate things.

Table 1: CLIL & bilingualism: A comparative overview

Education institutions that have been applying these two types of methodologies to help students acquire a second language must take into account that well-trained teachers are required to carry out some actions. For instance, a subject teacher should master or at least deal with the second language for academic purposes, because activities in the classroom are based on the main different areas of knowledge, with the help of a native or language teacher whose linguistic skills will support and provide guidelines for a student to carry out the assigned project or task with the language as a tool to successfully produce meaningful and real-life situations to deal with.

Undoubtedly, both subject and language teachers would manage to cooperate and collaborate at the time of setting up projects in a classroom. Moreover, teachers must support each other when planning or organizing task/project based activities, so the expected results are going to be the same, due to the fact that clear objectives may contribute to make learners know what they want to produce and what results are expected according to the CLIL model and the project itself. Thus, the immersion of students into the learning process and the language exposure would benefit their creativity and mindset development quality.

Teachers in general take an important role in this academic formation, since they have to focus on the main assets and pitfalls the expected results may face. To ensure meaningful participation, methodologies currently used at projects should be analyzed to avoid boredom and maximize results. The materials selected should help learners take advantage of what they have learned.

- Figure 6

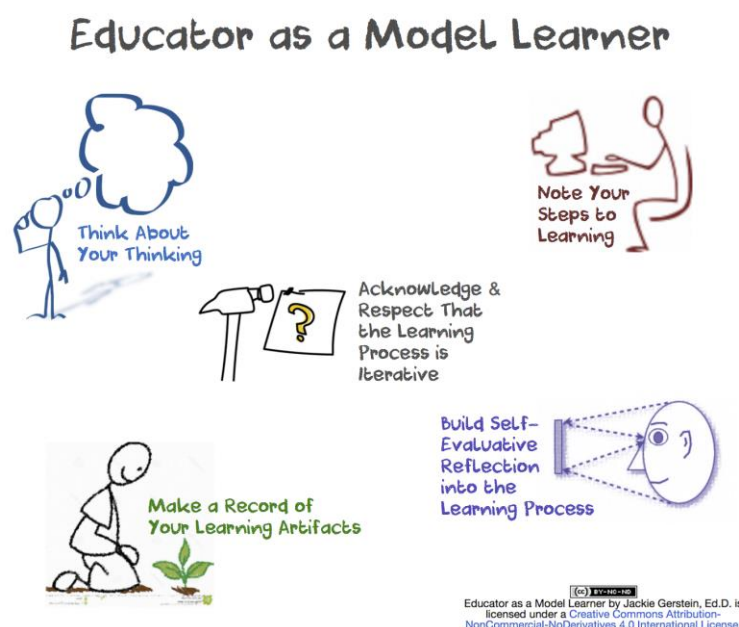


Figure 6: Educator as a model learner

For instance, it is required that teachers adopt a variety of visual aids that could be projected on the board or displayed on classroom walls to make learners be aware of what they have to do. Then, the teacher can directly monitor each stage of the planned work. Thus, the role of students is as important as the role of a teacher, since the final result is student-centeredness. Therefore, content-language integrated learning focus is the immersion teachers are able to assess based on the objectives proposed beforehand.

2.6. What is project-based learning?

The project-based learning (PBL) method focuses on a higher level of learner-centeredness. It shares with task-based learning (TBL) several aspects, so it has a strong connection for its final purpose. Although task-based learning

places a task at the center of a class, project-based learning also places a task at the center of an entire term or academic year.

Also, in different ways, as with TBL, different teachers approach the project. Many use it as the basis for a whole year's work; others use it alongside the syllabus for a certain amount of time. Some use only short courses or 'simple' programs. Many try to get their schools to base their entire curriculum on it. Nevertheless, generally speaking, there are four common elements to all project-based activities:

- A central theme from which all activities are derived and which pushes the project towards a final goal.
- Access to investigation means (the Internet has made it much easier to obtain, interpret and use information from this aspect of the project work).
- There are plenty of ways to connect, interact and communicate ideas. PBL is critical to interacting with other learners.
- A final product in the form of posters, presentations, papers, videos, web pages, blogs and so on (often created using new technologies accessible to us).

These analyses were supported by previous studies, such as that by Harden, Crosby, Davis, Howie & Struthers (2000: 391-397), as they pointed out that the practicality project and task based learning offer help learners gather fundamental skills to be produced through specific contents that each university career demands.

Krajcik & Blumenfeld (2006: 317-34) also reviewed the basis of the PBL. These authors firmly believe that the more learners practice meaningful and challenging tasks the more they will remember, as they have participated in tasks with demanding objectives to accomplish real-world linguistic situations. As a result, learners will be actively constructing knowledge with the instructions given in a situated learning task to promote powerful and long-life learning experiences, as learners are asked to interact in their social environment to acquire a language in a didactic manner. Regarding PBL, Blumenfeld, Soloway,

Marx, Krajcik, Guzdial & Palincsar (1991: 371) also added that engaging tasks and projects guide learners to develop hidden learning and research abilities, as real given situations need to be examined by learners who have to deal with difficulties during the process to find a solution to the problem.

- Figure 7

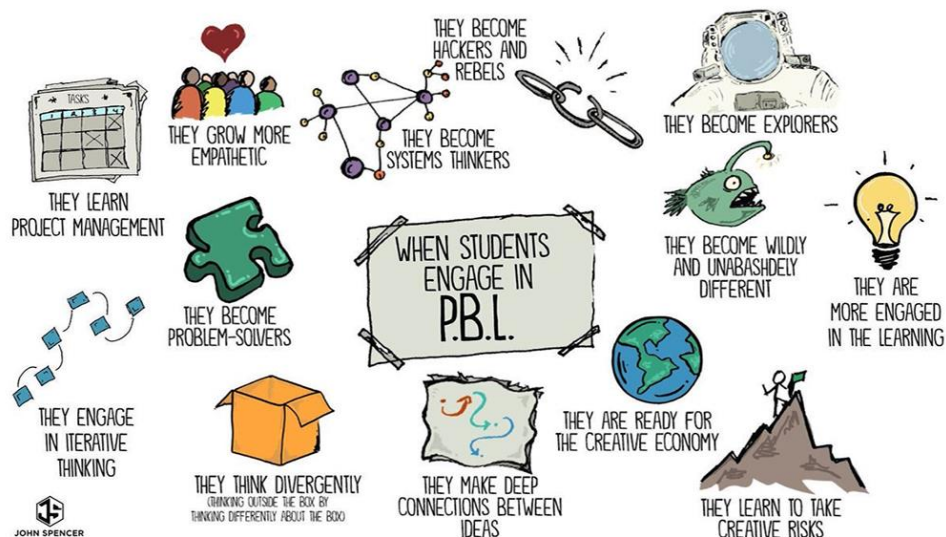


Figure 7: Project-based learning features

2.7. Why Fligrid?

Flipgrid is an innovative, trendy and user-friendly teaching tool used by teachers and students, and even companies worldwide. As it is a platform, it allows posting videos where users can interact among them discussing the topics given by the moderator. Teacher can use this platform to assess students' tasks out of the office, as videos are recorded and are always there for teachers' revision. Another positive effect that this platform generates is that it promotes learners' self-assessment and reflection as they are directly involved in the learning process participating actively and recognizing the areas that need improvement in the communicative language acquisition. As a result, students are motivated to speak without the fear of doing so in front of others, which is mainly the problem Ecuadorian learners face when learning and producing a new language. Previous research by Green & Green (2018: 129) shows that when using Flipgrid in an online context to elicit learners' interaction, the outputs are extremely gratifying. What this means is that learners' reflective

patterns and linguistic acquisition became even better, as they had improved their communicative skills through this web-based online platform. This premise was also supported by Stoszkowski² in his analysis about the use of Flipgrid to promote social learning and develop social skills. The idea of having learners relate to each other and discuss everyday issues or university subject-centered activities was the key point of the author's study, since the limitations and possible side effects could affect learners' performance. A number of questions regarding the use of online platforms to develop communicative skills remain to be addressed. Sometimes learners could face greater challenges. To illustrate this, competitiveness may be detrimental, as video recordings can be approved or disapproved by members of the educational community. This can cause a sense of frustration low self-esteem if the views are not enough for each student's post.

A recent study by Stoszkowski, Hodgkinson & Collins (2020: 10) concluded that Flipgrid facilitates learners' effectiveness when producing a target language. For instance, the potential commitment learners have with any subject and tasks definitely engages them to interact more and more, as they have been called to explore inside their critical thinking, taking into account that they have the opportunity to submit a video frequently and discuss various issues raised in the classroom or grid created by the teacher. Thus, higher education learners were able to prove that the impact of this platform in their second language acquisition has become fundamental with the adequate guidance of content and language teachers.

As a final point, a more comprehensive description can be found in Craig's (2020: 397) analysis, where teachers worldwide are free to use any tool in the class to involve learners into the learning process, and this is where Flipgrid shows its easy application for teaching purposes, as it can be integrated into face-to-face, hybrid or online second language lessons or projects. Teachers may also wish to use Flipgrid in their real contexts as it offers features that allow interaction and communication in asynchronous tasks.

² *"Flipgrid is a very useful tool to facilitate social learning and help students develop video content creation skills for the digital era..." (2018)*

3. METHODOLOGY

3.1. Introduction

This research study, entitled “Increasing speaking skills of Higher Education learners through CLIL projects in a non-English-speaking context”, was carried out in Ambato – Tungurahua – Ecuador at CTT de Los Andes Language Center, this bilingual institution belongs to UNIANDES (Universidad Autónoma Regional de Los Andes). This is an action research with a quasi-experimental design that helped gather relevant information by answering the research questions stated in the subchapter 1.2.

3.2. Research design

The type of research applied in this project is “practical research” since it focuses on problems that have a practical instance and can be proved by testing a hypothesis. What is more, like other types of research, the practical research has valuable benefits such as the systematic process of data collection. Data can be easily analyzed and interpreted, so that the whole understanding of the group of study is achieved, considering the quantitative analysis made by the researcher, based on the appropriate research tools applied to the members of the educational community involved in the process.

As Leedy & Ormrod (2010: 1) stated, “in virtually every subject area, our knowledge is incomplete and problems are waiting to be solved”. We can address the holes in our knowledge and those unresolved problems by asking relevant questions and then seeking answers through systematic research.” Likewise, in the field of language instruction, teachers had contributed to the analysis and development of this study.

First of all, an initial assessment was performed. This means that, based on the Proficiency Exams at the end of the program which contains six semesters, students were not be able to produce any language and have a coherent conversation. Secondly, in order to confirm the procedure that validates the instruments, it was considered essential to resort to the critical

inspection of leading scholars, who have reviewed and revised the surveys, as well as the results obtained of the students' investigation.

Given these points, the pedagogical remodeling and its significance is stated by the use of PBL to improve and develop natural speaking skills in higher education learners through oral projects. Apart from that, the use of FLIPGRID is not such a new thing, but, to our knowledge, there are no studies related where a 2.0 online tool has been used to store school-making projects. This contribution was going on beyond the purely academic field, as learners are afraid of emitting background criteria and issue judgements in reference to concrete subjects when developing an oral presentation. Thus, this project comprises three stages which can help to understand the effectiveness of school classroom projects addressed to improve and develop speaking skills considerably. The study was carried out taking into account the preliminary or first stage where there was an extensive analysis to validate the weaknesses students had at the moment of producing an oral text in the second language. These weaknesses were evident at that point even though learners had been studying English for two semesters, and dealing with L2 for their entire educational life. The immersion or second stage was about to gradually expose learners to a process that requires the ability to communicate more and more using a foreign language. A variety of topics and projects were introduced to make students combine the established curriculum with their career's subjects. Therefore, learners started thinking in English all the time and, moreover, they were able to be part of a linguistic environment to practice what they had learnt with the rest of the educational community. Lastly, the implementation or third stage, intensively addressed to help learners acquire valid communicative skills, was accepted by the students, who noticed how effective this process was. In fact, they turned from self-conscious English producers to energetic target language speakers. Once again, the use of school oral projects combined with content is paramount for success in the life-long language learning process.

As previously stated, hereunder the three stages are displayed graphically for understanding what is covered by each stage and how each one significantly reduced the learners' timidity when talking about common topics as

well as academic topics to be discussed by students who received a different treatment for improving and developing communicative skills. Therefore, the EG (experimental group) were constantly participating in projects and communicative discussions based on classroom projects. In contrast to this scheme, the CG (control group) was working with the same teachers' guidance but only participating in tasks that the *NatGeo Life 3* book provided.

This pedagogical treatment has many applications in the field of language instruction. For instance, students were more adapted to the use of technology for learning purposes, they were also actively participating in challenging tasks. All in all, students were truly developing accurate academic and social skills allowing them to use online platforms and web 2.0 tools as an important component in their process of learning any type of subject or, even more important, to adopt newly formed linguistic skills for increasing critical modes of thinking.

3.3. Variables

Independent variable: exposure to speaking projects.

Without a doubt, learners must receive sufficient exposure to the target language from the very beginning. From this moment, they start to gradually accept the language they are trying to learn with the adequate teachers' guidance. These teachers (language and content teachers) are responsible for bringing learners into contact with activities that involve practice and drilling techniques to help them acquire decent communicative skills as they have been properly exposed to them during the teaching-learning process.

Dependent variable: production in a competitive linguistic environment.

What matters at any learning process entails the way learners transit the knowledge it has acquired within this language instruction educational program. Thus, if learners provide information easy-to-understand information as well as reliable, they will have the opportunity to successfully broaden their horizons and looking to stand out in a competitive world of work, thereby contributing to better functioning of their essential conversational qualities. As a consequence,

this productive skill requires learners to be part of real-life situations to contribute their overall development.

3.4. Instruments

This section covers the data gathering types (interviews, surveys, and classroom observations) and the following stages:

3.4.1. Instrument design

Instruments

To measure the students' performance, a group of different teaching tools were used to help identify the problem of this study: placement test, proficiency tests, surveys, formative assessments, summative assessments, as well as different online tools to make the learning process more interactive.

Interviews

By means of this research tool, students were able to express their feelings regarding the use of oral projects to develop the speaking skill efficiently. They also had the opportunity to mention positive and negative aspects of the program, with the purpose of identifying possible challenges students may face during their instruction process.

Surveys

Before assessing the students' performance, a placement test was performed by students to measure the proficiency of English students had acquired in previous levels. The results indicated that the majority of the focus group had an A2 level in accordance with the CEFR. Therefore, this prior step helped selecting the following steps: the pre-test and post-test instrument as well as the most innovative ideas to integrate content in real-life speaking situations. Finally, to obtain realistic and descriptive data, a demographic survey was applied to the EG and CG.

Classroom observations

Returning to the question posed at the beginning of this study, it was possible to observe if learners in the classroom were totally exposed to an English-like environment. These observations showed that teachers gave their best in every face-to-face session. They also provided clear examples of every linguistic skill a learner needs to be a highly communicative English producer. In these classroom observations the love of learning was also evident. Thus, students were actively participating in any type of assignment designed by the teacher. In addition, every class observed had good communicative conditions as questions and answers were constant in the learning environment.

3.4.2. Instrument validation

The instruments used in this study were carefully screened and the process was validated by the Academic Coordinator of *CTT de Los Andes* Language Center, who provided important support to this study. Other participants were asked to collaborate. Thus, English teachers, native teachers and different members of the educational community actively contributed with the development and validation of the research tools.

3.4.3. Instrument administration

To illustrate the administration of the research tools, there was a period of time where English teachers, native teachers and different members of the educational community had been interviewed to have a general overview of the problem stated. Fortunately, some students had practiced in the classroom, but because of the global pandemic, an online survey was applied to verify the feasibility of this study. In addition, some projects were immersed in the learning process before this situation happened, so that students had the opportunity to clearly mention the advantages and disadvantages of having project-based activities encouraging them to orally discuss different topics through the online tool FLIPGRID. FLIPGRID has become essential in the process of acquiring accurate speaking skills as a repository where students can track all their improvements.

3.5. Data collection

It is important to verify all types of information through data collection processes. Thus, the hypotheses can be proved thanks to the information gathered in the study.

To shed light on the matter, I have included a table explaining all the methodology adopted in data collection. Thus, a well-detailed timeline was used to exemplify each stage of the data collection process, so the results can be interpreted using every single step as follows:

Literature review → Interviews/surveys/questionnaires → Oral projects → Assessment → Conclusions

In the first stage the review of relevant literature helped the researcher compare and improve some thoughts that would support the feasibility of this study. The meaningful studies of colleagues in the field of language teaching were also essential in the process of formulating strong criteria to develop projects with college students. In the end, considering how students worked with oral projects stored in the online tool FLIPGRID, it was possible to verify the significant improvement they had during the testing process. It was a stage of experimentation which provided relevant information to verify what was stated in the hypothesis. Undoubtedly, the use of research tools was crucial too. Those tools allowed to measure the initial part of the problem by evidencing students' performance. They also helped to measure the way teachers were involved in innovative activities that promote the development of integrated skills. By means of the final questionnaire, it was possible to analyze the level of satisfaction when students used an online tool to present their projects, instead of having a presentation in front of the classmates which could make them feel uncomfortable.

First stage – Preliminary stage

Topic 1 – Unit 1 / Health – Medical problems

To measure learners' performance, after an introductory activity, "Who am I?", the validation process started by evaluating Unit 1 content. Thus, students were asked to develop a simple but concise video recording by using Flipgrid. This initial phase showed the shortcomings and suggested appropriate changes to consider for assessing and evaluating the relevant pieces of information students provide. The informants produced simple connected speech on topics which are familiar or of personal interest. In order to carry out objective assessment, a rubric was used (Appendix A) to verify the level of preparation and effort students put into this topic. They were also able to reflect on their performance, as Orsmond & Merry (2013: 5-18)³ suggested, based on the importance of this stage in learners' performances and the way they used positive and negative direct feedback from their tutor to take advantage of this feedback.

Tamara Castañeda (Medical Student) – Experimental Group

- Figure 8

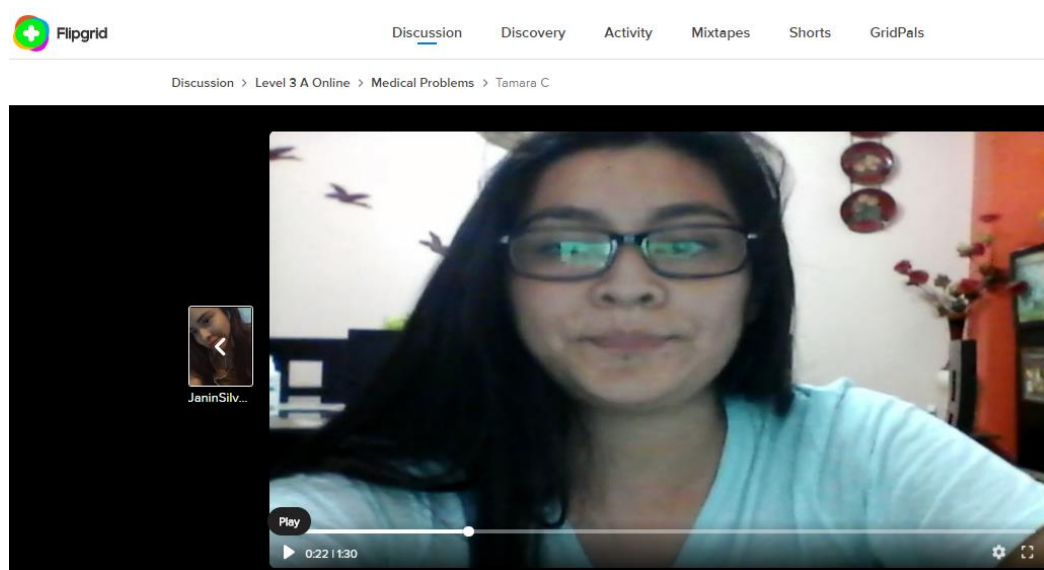


Figure 8: Experimental Group student

³ These differences concerned primarily three areas: (1) self-assessment, (2) the role of external regulation and (3) the role of peer discussion. The findings are discussed in terms of dispositions to learning and conceptions of learning.

- Table 2

Task 1 “Medical problems”			
High School:	CTT de Los Andes Language Center		
Academic year:	2020	Level:	3 rd level
Time per week:	4 hours		
Age:	18 - 20 years old	N of students:	EG: 27 students
Topic:	Topic 1 – Unit 1 / Health – Medical problems		
Content:	How well do you sleep? The secrets of long life. Health and happiness. Slow food.		
Objective:	To talk about medical problems by using the simple present and adverbs of frequency.		
BICS		CALP	
Students can... ... identify appropriate descriptions and explanations about medical problems. ... relate knowledge of science to a given situation. ... reflect on the social implications of health problems and technological developments. ... express themselves by using concrete examples to support their ideas.		Students can... ... comprehend factual information about everyday life or job-related topics. (listening) ... talk about familiar topics and express personal opinions about everyday life by using the present simple. (speaking) ... infer both general facts and specific details about health-related topics. (reading) ... write medical advice by using linking words. (writing) ... use the simple present and adverbs of frequency to talk about health problems. (language use)	

Table 2: Task 1 informative data

- Table 3

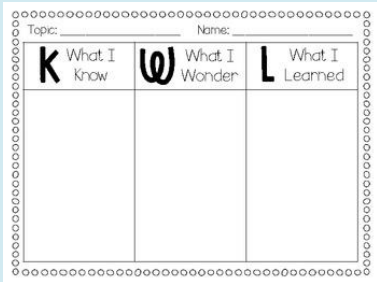
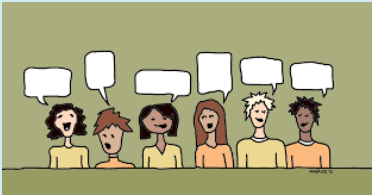
Stage	Activity	Resource
Pre-task	Students work with a KWL chart to organize ideas about the new topic with the title “Medical problems”, and then as a group complete the chart with their information. Once learners have understood what the teacher explained about the topic using key words and real objects to illustrate what should be taught, the instructions are given and learners start to think on the next task.	 A KWL chart template with three columns labeled 'K What I know', 'W What I Wonder', and 'L What I Learned'. It includes fields for 'Topic:' and 'Name:' at the top.
During task	Students perform the task independently while the teacher monitors. Students work with the hand out and label each medical problem they possibly have or one of their relatives. Students provide as many examples as they can of each problem by role playing in front of the class.	 A set of 16 cards titled 'HEALTH PROBLEMS 16 cards to role play'. Each card shows a cartoon character with a speech bubble indicating a health problem, such as 'I have flu', 'I feel dizzy', 'I have a cough', 'I have a headache', etc.
Post-task	The teacher conducts a small class discussion where students will be able to mention at least five examples of medical problems and what is the treatment for each of them. After the analysis of the task, students are asked to outline a script for their FLIPGRID video recording.	 A cartoon illustration of six diverse students standing in a row, each with a speech bubble above their head, representing a group discussion.

Table 3: Task stages

Second stage – Immersion stage

At this stage, learners were gradually experiencing the immersion of projects and tasks that required cooperation and collaboration. They had to work with their classmates in projects, which is also the hidden objective of this study, the value to all students' progress when working together. For values of the EG and CG, a rubric was used to assess the group's performance (APPENDIX D). This highlights how important mutual assistance among members of the class is, as they are continually improving their skills by imitating the behavior of those closest to them.

This immersion technique demonstrated what can be achieved by an Experimental Group, as they have received special treatment at the time of working with the development of language skills. Therefore, the EG had an advantage over the Control Group, as the latter did not receive the same pedagogical treatment. Except for a few cases, the results within the CG were not as positive as expected, bearing in mind that in Ecuador the recommended minimum average for approval is seven out of ten (7/10), as stated in the “*RPC-SO-29-No.489-2016 EL CONSEJO DE EDUCACIÓN SUPERIOR* (2016: 4)”⁴. After this stage, the results obtained by the EG proved that the pedagogic treatment was adequate for learners' instruction.

Third stage – implementation stage

The results obtained from the effort of the pedagogical treatment can be seen at this stage. Learners started to continuously posting meaningful video recordings according to the curriculum planned by the institute. *NatGeo Life 3* also gives students the opportunity to know about different topics as they are exposed to real scientific information. They also have the opportunity to deal with challenging vocabulary sections and tasks that demand from students a

⁴ In Spanish, **Artículo 7.-** Sistema interno de evaluación de los aprendizajes.- Todas las IES (Institución de Educación Superior) deberán contar e implementar un sistema interno de evaluación de los aprendizajes, el mismo que permitirá la valoración integral de las habilidades, destrezas y conocimientos adquiridos por los estudiantes, propendiendo a evaluarlos de forma paulatina y permanente implementando metodologías, medios, herramientas, recursos, instrumentos y ambientes, que sean desarrollados, aplicados y retroalimentados durante las diversas actividades de los distintos componentes del aprendizaje: docencia, aplicación y experimentación de los aprendizajes y trabajo autónomo.

critical way of thinking. The results obtained have further strengthened the confidence within the Experimental Group, as participants were exposed to speaking projects and were able to produce language that leads to a consistent competitive linguistic scheme.

The values are hardly distinguishable from the first stage, as will be proved and confirmed in statistically validated efficacy in the analysis of results section (see Table 5), since the results obtained in the post-test after a period of time working with projects and video discussions have visibly increased in the EG. This confirms that twenty-seven students from the Experimental Group went from an average of 7.48 out of ten in the pre-test to 8.45/10 in the post-test. In spite of what was said above, the twenty-five students from the Control Group also improved their speaking skills. Initially, students from the CG got an average of 5.92/10 in the pre-test. After the post-test the averaged obtained was 6.69/10 without the special pedagogical treatment. Both groups took advantage of the teaching-learning process and improved their tasks averages. However, the use of projects to increase speaking skills as a special pedagogical treatment was more noticeable in the EG.

Project Topic: My career

Tamara Castañeda (Medical Student) – Experimental Group

- Figure 9

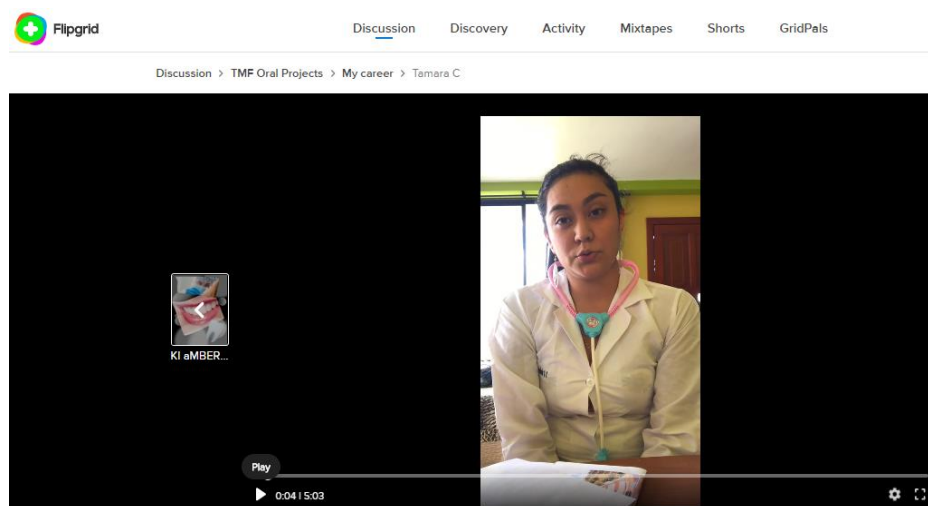


Figure 9: Experimental Group Student – Project-based Task

3.6. Participants

Students were the key participants of this study, the target of this proposal for a research and information source. Fifty-two students from third level participated in this action research directed to verify how the speaking skills are improved by using attractive classroom oral projects. They were asked to work with different topics in an online platform called *Flipgrid*. All of them were divided into groups to interact and develop mini projects throughout the course to elicit a communicative environment. This is a B1 group and the one this study focuses on.

These activities were conducted to the Experimental Group. These students were required to actively participate in challenging tasks, combining the target language and content from their career subjects to assure the academic viability of this online speaking practice. In different circumstances, students from the Control Group followed tasks provided by *NatGeo Life 3* book. In other words, this group did not receive any other teaching instruction than the normal one stated in the institute's curriculum.

- Table 4

Subjects used for data collection				
Institution	UNIANDES / CTT Language Center			
Age	18 – 20	21 – 30	30 - 40	Total
	35	9	8	52 (CG / EG)
Academic level	B1 CEFR – 3 rd Level			
Level of instruction	College students Universidad Autónoma Regional de los Andes			
Gender	Male		Female	
	38		14	
Ethnicity	Mestizos	Amerindians	Others	
	42	6	4	
Sample technique used in the study	Students` Online Survey <a href="https://www.surveio.com/survey/d/T9P4X1T7S9T2B2L8V">https://www.surveio.com/survey/d/T9P4X1T7S9T2B2L8V</a> Teachers` Online survey: https://www.surveio.com/survey/d/T5V7W9A3O2B9G5A5D Students` Flipgrid satisfaction https://www.surveio.com/survey/d/U4D3S9G4R4B0M8J8Y			

Control group (CG) and Experimental group (EG).

The EG was composed of 27 university students and 25 externals in the CG. The study was designed to fully cover the pre-test phase, acquisition phase, the post-test and the retaining

Table 4: Sample / participants

4. RESULTS AND DISCUSSION

4.1. Students' survey

All the students showed significant progress in assessments that determined they had improved their standard of English. In fact, they got good proficiency results as the influence of content-based projects on learners was positive, as the full exposure to the target language helped students to memorize new words and concepts as well as to produce English more naturally.

Students' School projects Online survey

<https://www.surveio.com/survey/d/T9P4X1T7S9T2B2L8V>

A survey was conducted among a total of fifty-two Higher Education students from third level. The results showed that the institution is completely open to activities that enhance speaking projects, as most students recognized the complementarity of all types of cooperation among teachers and students to carry out meaningful and innovative tasks.

- Chart 1

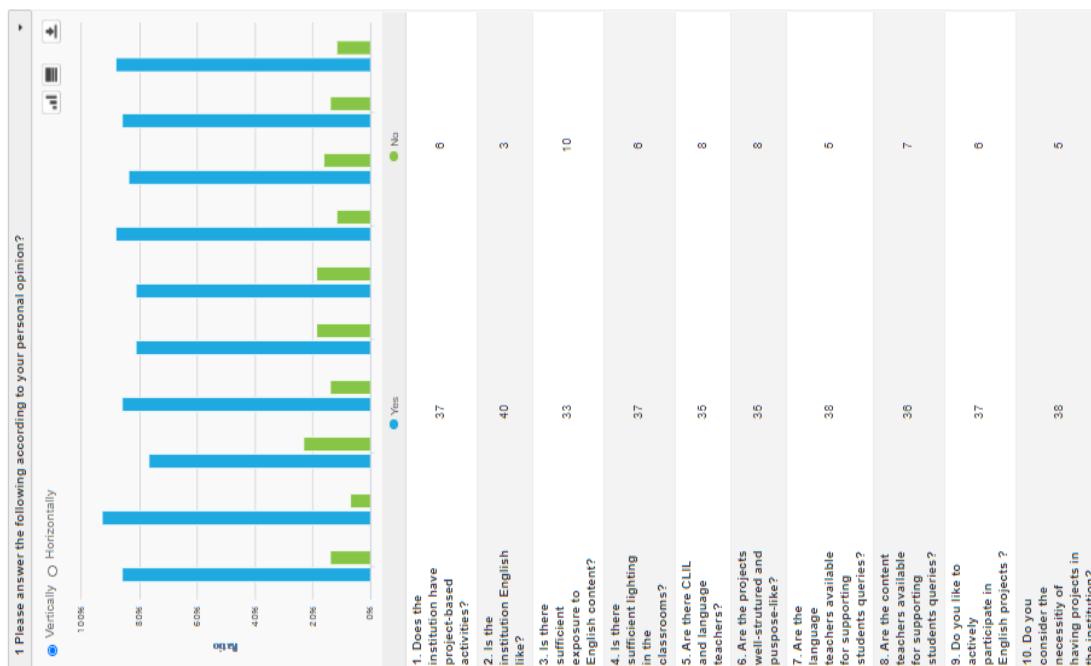


Chart 1: Students' online survey – Item 1 (10 questions)

To analyze the results obtained in the investigative tool applied to teachers at *CTT de Los Andes* Language Center, the most relevant items were considered to have a general scheme of the opinion and criteria expressed by teachers when developing classroom projects that focus on the improvement and accuracy of speaking skills. As follows, each item has a brief interpretation of each result to get a comprehensive overall picture of the resource used to measure the teachers' performance.

Flipgrid Students' satisfaction

<https://www.surveio.com/survey/d/U4D3S9G4R4B0M8J8Y>

A total twenty-seven (27) students from the EG answered the Flipgrid Students' satisfaction online survey. This research instrument helped to register important information regarding the appropriateness of Level 3 students immersion to classroom and content-based projects. Students at *CTT de Los Andes* Language Center participated within a considerable period of time in projects which demanded from them the use of the target language and common university content. The results obtained in the following items allowed the analysis of positive and negative aspects of this innovation, this survey also contributed to verify the level of students' satisfaction under the immersion of this pedagogical treatment specifically

1. How often do you use Flipgrid?

This item reflects with an 80% the level of students' satisfaction when working with this online tool. The most remarkable result to emerge from this item is that the majority of students were empowered with confidence to actively use the platform to accomplish tasks given by the teacher. Only 20% of the surveyed students were not so happy with the use of this online tool.

- Chart 2

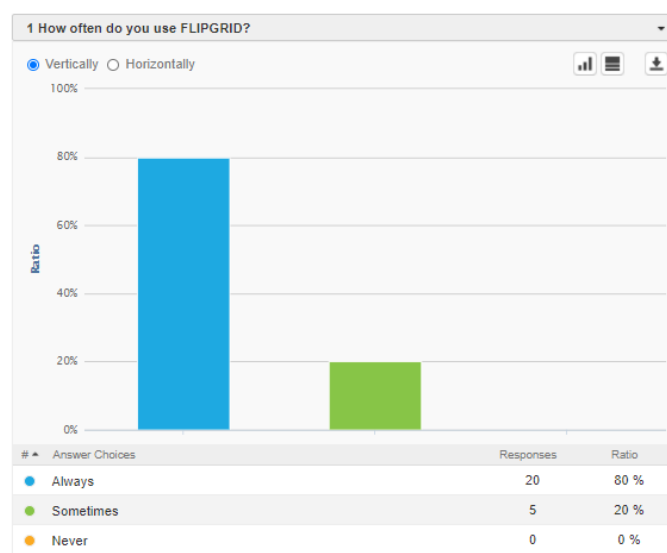


Chart 2: Flipgrid Students' satisfaction – Question 1

2. Does Flipgrid help you achieve your goals?

The correlation between item 1 and 2 is noteworthy mentioning that 77.4% had increased their linguistic skills by participating in content-based speaking projects. As expected, not all of them improved their communicative skills at all, 7.4% mentioned that the use of Flipgrid may not be enough at the time of acquiring a second language, but it is certainly more than any other communicative activity. However, careful attention in students who represent a 15.2% must be taken.

- Chart 3

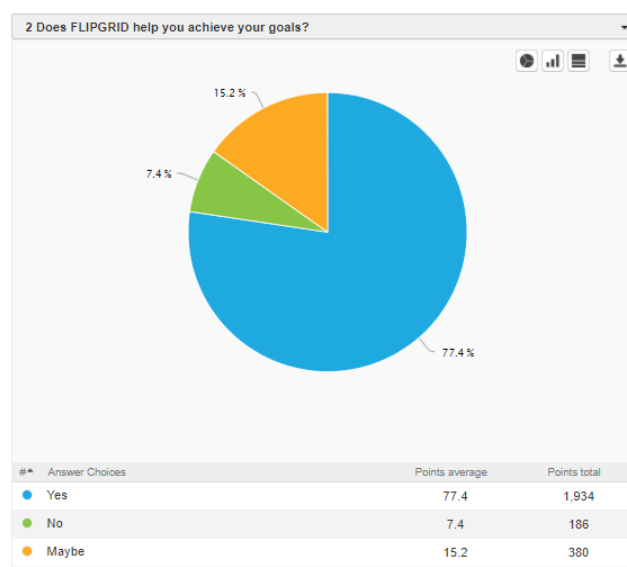


Chart 3: Flipgrid Students' satisfaction – Question 2

5. From 1 to 5 tell us how satisfied you are when using Flipgrid.

This item's values are hardly distinguishable and in complete agreement with previous items and the whole survey. The 76% favorably confirms the acceptance of Flipgrid to carry out content-based projects. It was found that the percentage in each item could be used to consider the immersion of this pedagogical treatment in the institution. This survey has led to underlined the importance of projects to increase communicative skills at this higher level of education.

- Chart 4

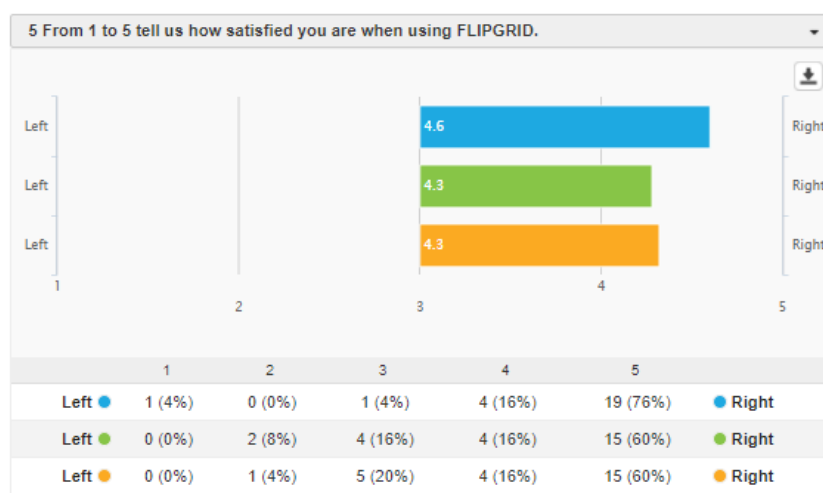


Chart 4: Flipgrid Students' satisfaction – Question 5

4.2. Teachers' survey

Teachers' self-evaluation online survey

<https://www.surveio.com/survey/d/T5V7W9A3O2B9G5A5D>

A group of twenty-one English teachers working for the *CTT de Los Andes* Language Center participated in completing the questionnaire about Teachers' Standards Self-evaluation. Thus, the results in general provided meaningful information on how projects should help students to improve their speaking skills and the way the institute might include this variety of opportunities to support students and teachers in the teaching-learning process.

3. I motivate and challenge my students to actively participate in classroom projects.

- Chart 5

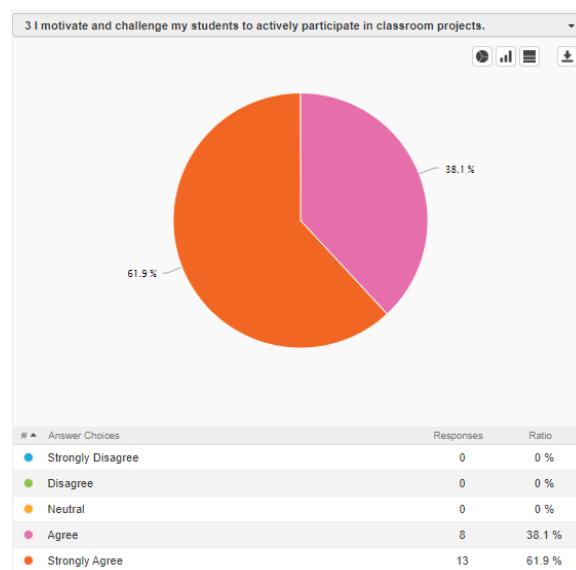


Chart 5: Teacher`s survey – Question 1

Regarding this question, it can be interpreted that the majority of teachers 61.9% strongly agree on the fact that they motivate students when participating in projects that have been planned for the classroom. Meanwhile, other teachers (3.8%) have never motivated students at all when developing classroom projects.

4. I encourage good improvement and results by students.

As Chart 3 reflects, can be seen 52.4% of the teachers believe that they strongly promote and motivate students to reach good levels of proficiency when participation in oral projects, whereas only 4.8% of teachers considered themselves neutral in this respect, which seems to imply that they did not take any action to make students improve their skills in a good way.

- Chart 6

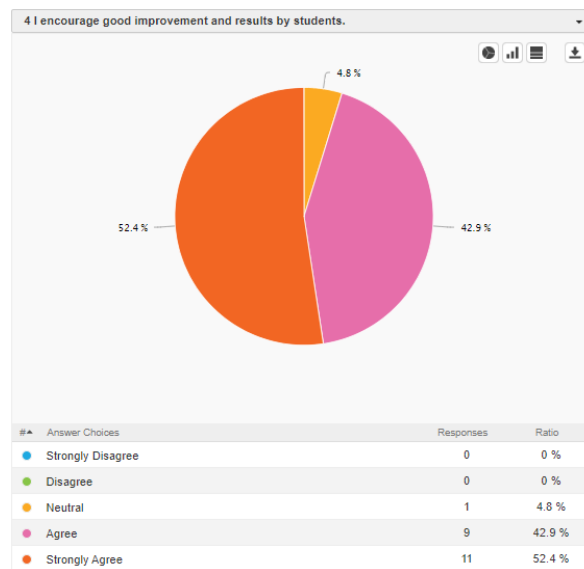


Chart 6: Teacher`s survey – Question 4

5. I demonstrate good subject and curriculum knowledge.

Most of CTT Language teachers (exactly 52.4%) mentioned being aware of academic aspects that can be imparted in a CLIL classroom or at least they know how to deal with content in different areas of knowledge. Additionally, 47.6% of the teachers are not far from the use of content through a second language.

- Chart 7

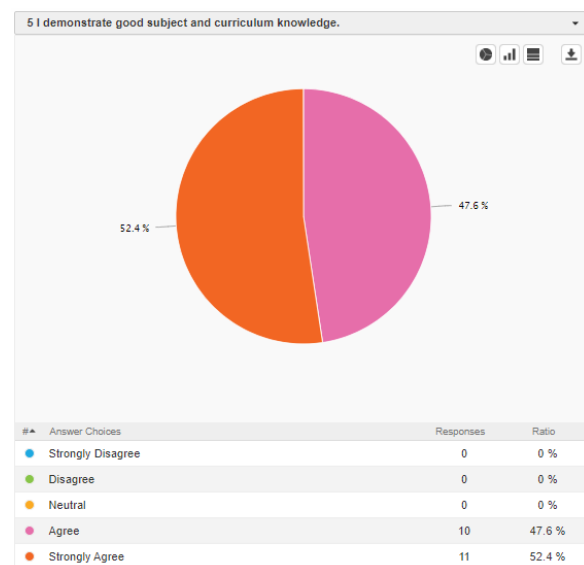


Chart 7: Teachers' survey – Question 5

8. I achieve extensive professional curriculum responsibilities.

- Chart 8

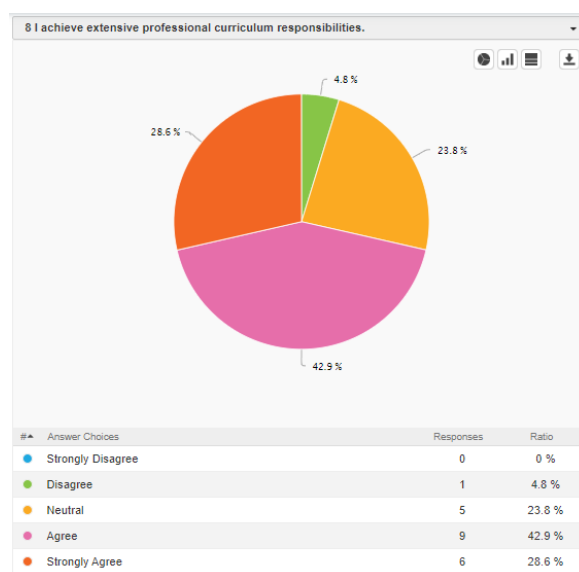


Chart 8: Teacher`s survey – Question 8

This item reflects the necessity of having teachers who are aware of the processes that can be useful for students in real-life situations. Only 42.9 % of teachers look for a good use of the curriculum, and what was found particularly worrying, with 4.8%, was that teachers are not aware of helping students become competitive English speakers.

10. The institution promotes classroom projects.

Another important finding was the way *CTT de Los Andes* Language Center provides opportunities and spaces to both students and teachers to carry out different projects in the classroom. In this sense, 38.1% of the teachers partially said that the institution allows these kinds of productive activities. In contrast to that, 4.8% of the teachers regretted not having been fully supported by the institution to develop classroom projects.

- Chart 9

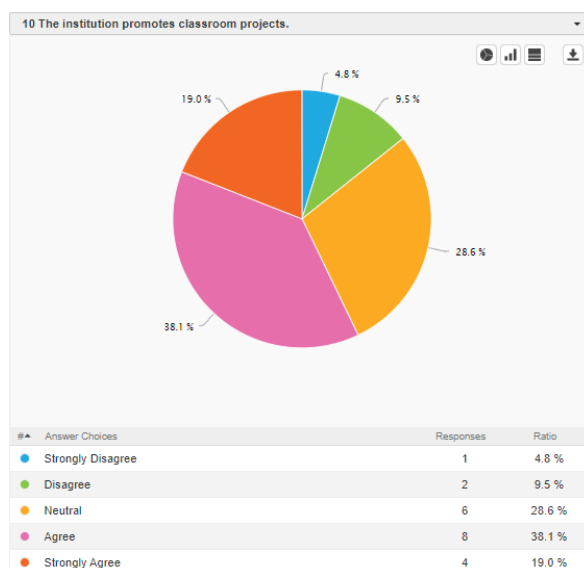


Chart 9: Teacher`s survey – Question 10

4.3. Statistical analysis

As the studied group provides specific information to prove the feasibility to carry out this study based on the objectives, the techniques to analyze data are obtained from the numeric results taken from the questionnaires and surveys. Thus, the data have been organized into tables and charts applying statistical techniques as well as complex descriptive quantitative data. In this way, the results can be compared to other researchers' studies. After applying the survey to students the results were organized in charts as follows.

To objectively grade the students' performance with a rubric that seeks to answer the research questions. All the information was carefully analyzed by the teacher in charge of this study. The oral projects were recorded and stored in the same 2.0 online tool –Flipgrid– so students had the opportunity to compare their evolution and development of the speaking skill constantly. The information was also exposed in an understandable way to directly obtain qualitative data.

4.4. Pre-test and Post-test Means CG and EG

The pre-test and the post-test were based on the TOEFL iBT Test Independent and Integrated Speaking Section. Both the pre-test and the post-

test had two sections. The first section (independent Speaking Test) consisted in requesting learners to talk departing from prompts provided by the teacher. Students had proper preparation time –forty-five seconds to be precise–, after which students speak for six minutes answering the prompt. These common topics reduced anxiety factor and the teacher was able to write down some notes about the students' intervention. In order to do so, a TOEFL Speaking Rubric was used to be objective at the time of assessing students' performance. The second section (Integrated Speaking Test) allowed learners to use their insight language skills, as concluded by Mahalingam & Md Yunus (2017: 365)⁵, as they were asked to read an article or listen to a lecture to discuss the given question. For example: Integrated Speaking Practice (Campus-Related): Passage, Conversation and Question⁶ as it is briefly explain in the footnote.

- Chart 10

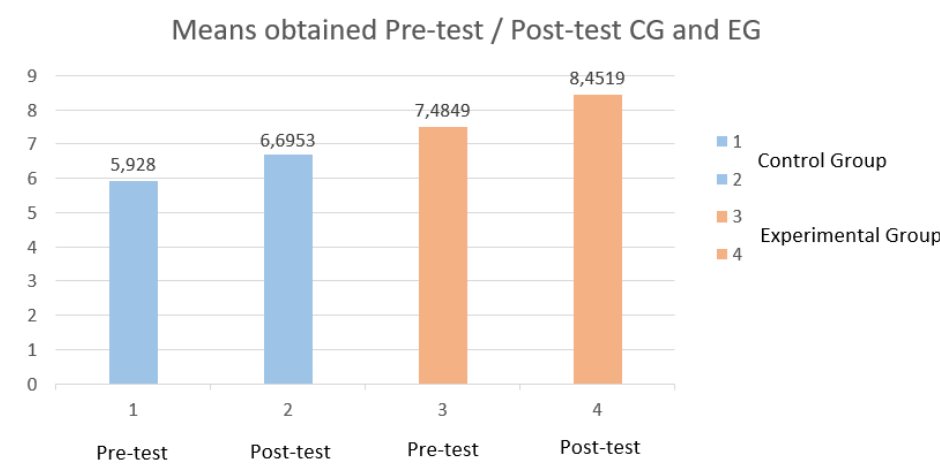


Chart 10: Means obtained Pre-test / Post-test CG and EG

The results obtained from the pre-test and post-test were weighted out of 10. Chart 10 presents the results obtained by the CG in the pretest ($M = 5.928$. $SD = 1.34490$) and in the post-test ($M = 6.6953$. $SD = .97345$). Additionally, it is possible to see the results from the EG in the pretest ($M = 7.4849$. $SD = 1.84734$) and in the post-test ($M = 8.4519$. $D = .93413$).

⁵ "For the speaking skills, the findings show that most of the good language learners prefer to ask people to correct them when they talk. The correction which is done almost immediately is very useful for the learners themselves as the errors are still fresh in their minds and the correction can be easily absorbed."

⁶ "**Directions:** The University is making a change in the courses it will offer. Read the article from the university newspaper about the change. Give yourself 45 seconds to read the article."

Paired Sample t-test Results from CG and EG⁷

- Table 5

	ID	N	Mean	Std. Deviation
Post_TestEG	Experimental Group	27	8.452	.9341
	Control Group	25	6.695	.9734

Table 5: Paired sample t-test results

Independent sample t-test

In this case, the test makes a comparison of means between the two independent groups (EG and CG) revealed statistically significant evidence as well as their difference.

- Table 6

		Sig. (2-tailed)	Mean Difference
Post_TestEG	Equal variances assumed	.000	1.7565g
	Equal variances not assumed	.000	1.7565

Table 6: Independent sample t-test

- Table 7

Cohen's d Formula ⁸
$d = (M_1 - M_2) / SD_{\text{pooled}}$ $SD_{\text{pooled}} = \sqrt{[(SD_1^2 + SD_2^2) / 2]}$ Where: M_1 = mean of group 1, M_2 = mean of group 2, SD_1 = standard deviation of group 1, SD_2 = standard deviation of group 2, SD_{pooled} = pooled standard deviation. $M_1 = 8.45$, $M_2 = 6.69$, $SD_1 = 0.93$, $SD_2 = 0.97$ $d = (8.45 - 6.69) / 0.95$ $SD_{\text{pooled}} = \sqrt{[(0.93^2 + 0.97^2) / 2]} = 0.95$ $d = 1.760 / 0.95 = 1.853$

Table 7: Cohen's d formula

⁷ <https://rpsychologist.com/d3/cohend/>

⁸ <https://goodcalculators.com/effect-size-calculator/>

- Figure 10

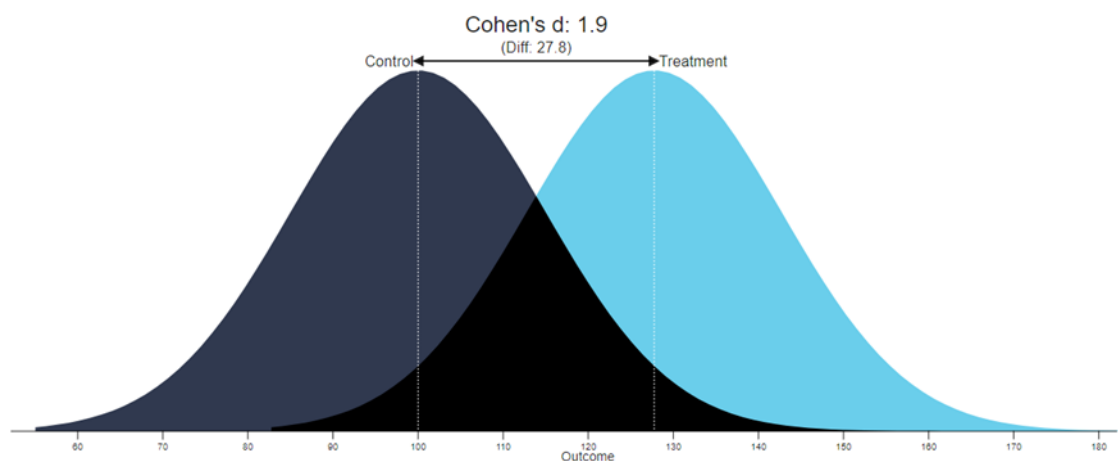


Figure 10: Cohen's d effect size

- Table 8

Group	<i>p</i> -value	Cohen's <i>d</i>
CG	0.211	0.206
EG	< 0.000	1.853

Table 8: *p*-value CG and EG

Two paired sample *t*-tests were carried out comparing the pre-test and post-test means from the CG and the EG. Table 7 shows that there was a strong difference on the EG; $t = -2.282$ $p = < 0.000$ with a big effect size ($d = 1.853$), and there was also a small difference on the CG; $t = -2.578$, with a small effect size. These data allege that learners from the EG who received a special pedagogical treatment based on oral video recording projects improved their speaking skills.

- Table 9

	Paired ...95% Confidence Interval of the ...	<i>t</i>	df	Sig. (2-tailed)
Pair 1 PreTestCG - PostTestCG	-.15298	-2.578	24	.017
Pair 2 PreTestEG - PostTestEG	-.09591	-2.282	26	.031

Table 9: Confidence interval (2-tailed significance)

4.5. Discussion of results

As described in previous chapters, this study seeks to respond to the research questions presented above. First of all, the strengths and weaknesses of CLIL projects in college students were analyzed by performing formative and summative assessment, to verify the importance of CLIL projects at this level of education. One of the results obtained was that more students started to become independent English speakers as they were exposed to different oral projects based on prompts given by the teacher. The topics that were proposed were challenging but familiar to deal with, considering content used in the university careers, such as morphology, anatomy, pharmacology, etc., for medicine students. Both, the EG and CG had satisfactory participations in the study by performing the assessment tools and revealing that the prior stage or pre-test, which began with a test to verify the level of proficiency of English had an opposed result compared with the post-test. This result may be taken as a proof of the feasibility of these projects in the classroom to develop eloquent speaking skills, which must be taken into account in the institute. Apart from that, several authors (Bell, 2001: 39-43) mentioned that studies and projects must have a period of time that allows investigators to evaluate the difference between EG and CG, in order to corroborate the behavior and the effects these groups have after the development of any research process. The positive influence students gain when integrating content and language instruction to the learning process has been demonstrated in this case. This study gives support to the objective that Higher Education students should learn English by integrating content and the foreign language.

5. CONCLUSIONS

The evidence from this study implies that oral projects allowed students to improve their speaking skills in a didactic manner. In other words, oral projects positively encouraged students to speak in a natural way without hesitation, then more robust results may be obtained by using extended periods of study. Undoubtedly, students who participated in this program had the commitment and good predisposition to continuously use English in their everyday work and lives, so they got to promote an English-like environment.

This paper clearly has some limitations. Despite this, the current study went over the process and development of fundamental communicative skills, since, for instance, it would need more extended periods of study, as suggested earlier. It was evident that, even though the results were satisfactory, all the students who took part in this project would like to continue learning innovative ways of improving one of the most essential skills in a communicative world. Without saying that language or certain issues of grammar use is obsolete, it is of profound importance that students can speak consistently at any context.

Consequently, it is highly recommended to patiently analyze the development of this essential productive skill, as suggested by Baker & Westrup (2003: 7)⁹, since the acquisition of an eloquent speaking skill takes time to be part of the students' mentality. It will be, therefore, substantial for students that teachers at any level of instruction offer adequate guidance and promote its steady implementation, so language and its different areas could be developed in the same way as leadership development and student counselling into one comprehensive system.

Moreover, there are requirements to plan, develop and implement these kinds of projects in any educational institution. Teacher training is one the most important factors to consider, since with the adequate supervision of a well-trained content and language teacher, any similar project implementation in

⁹ "Someone who can use English well is usually both accurate and fluent. Accurate speakers do not make mistakes in grammar, vocabulary or pronunciation. Fluent speakers can express themselves appropriately and without hesitation. Fluent speakers do not usually worry unduly about making mistakes."

future would take a normal course. The results so far have been very promising, as this approach has the potential to reinforce second language acquisition easily. Hence, administrators and institutions are in charge of giving the facilities to combine the established study scheme with extra-curricular and innovative activities to engage students speak English more naturally.

References

- Andrade Mendoza, J. L., Padilla Padilla, Y. N., & Padilla Padilla, N. M. (2020). *Educación bilingüe en un contexto CLIL, una propuesta de intervención en Ecuador. Ciencia Digital*, 4(1), 321-333.
- Baker, J., & Westrup, H. (2003). *Essential speaking skills*. A&C Black.
- Barrows, H. S. (2001). *The tutorial process*. Springfield, IL: Southern Illinois University School of Medicine.
- Bell, S. (2010). Project-Based Learning for the 21st century: Skills for the future. *Clearing House: A Journal of Educational Strategies, Issues, and Ideas*, 83(2), 39-43.
- Blumenfeld, P. C., Soloway, E., Marx, R. W., Krajcik, J. S., Guzdial, M., & Palincsar, A. (1991). Motivating project-based learning: Sustaining the doing, supporting the learning. *Educational psychologist*, 26(3-4), 369-398.
- Boss, N., Krajcik, J.S., and Patrick, H. (1995). Telecommunications for teachers: Supporting reflection and collaboration among teaching professionals. *Journal of Computers in Mathematics and Science Teaching*, 14(12), 187 -202.
- Brown, H. D. (1994). *Teaching by the principle: An interactive approach to language pedagogy*. New York: Addison Wesley Longman.
- Brown, H. D. (2001). *Teaching by Principle: An Interactive Approach to Language Pedagogy* (second edition).
- Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press.
- California High School Speech Association. Curriculum Committee (2004). *Speaking Across the Curriculum: Practical Ideas for Incorporating Listening and Speaking into the Classroom*. International Debate Education Association.
- Cenoz, J., Genesee, F., & Gorter, D. (2014). *Critical analysis of CLIL: Taking stock and looking forward. Applied linguistics*, 35(3), 243-262.
- Chostelidou, D., & Griva, E. (2014). Measuring the effect of implementing CLIL in higher education: *An experimental research project. Procedia-Social and Behavioral Sciences*, 116, 2169-2174.
- Cinganotto, L. (2016). CLIL in Italy: A general overview. *Latin American Journal of Content & Language Integrated Learning*, 9(2), 374–400.

- Coelho, M. (2017). *Scaffolding Strategies in CLIL Classes – supporting learners. Languages and the Market: A ReCLes. pt Selection of International Perspectives and Approaches*. (A. G. M. d. Ribeiro, Ed.) Portugal: ReCLes.pt – Association of Higher Education Language Centers in Portugal.
- Conklin, J. (2005). Educational Horizons, 83(3), 154-159. Retrieved October 18, 2020, from <http://www.jstor.org/stable/42926529>
- Costa, F. G., & Coleman, J. A. (2010). *Integrating content and language in higher education in Italy*. Ongoing research.
- Council of Europe (2011). *Living Together: Combining Diversity and Freedom in 21st Century Europe*. Report of the Group of Eminent Persons of the Council of Europe. Strasbourg: Council of Europe Publishing.
- Coyle, D. (2005). *CLIL: Planning tools for teachers*. Nottingham NG7 2RD, United Kingdom: University of Nottingham.
- Coyle, D. (2006): Content and Language Integrated Learning – Motivating Learners and Teachers. In: *The Scottish Language Review* 13, 1-18. [<http://www.strath.ac.uk/scilt/slr/iss/2006/13/> (April 2011)].
- Coyle, D. (2007). Content and language integrated learning: Towards a connected research agenda for CLIL pedagogies. *International Journal of Bilingual Education and Bilingualism*, 10(5), 543-562.
- Coyle, D. (2010). CLIL-A pedagogical approach from the European perspective. In *Second and Foreign Language Education: Encyclopedia of Language and Education Volume 4* (pp. 97-111). Springer Science+ Business Media.
- Craig, M. (2020). *Handbook of Research on Fostering Student Engagement With Instructional Technology in Higher Education*. Molloy College, Hershey - USA: IGI Global.
- Dadour, E. S., & Robbins, J. (1996). University-level studies using strategy instruction to improve speaking ability in Egypt and Japan. *Language learning strategies around the world: Cross-cultural perspectives*, 157-166.
- Dalton-Puffer, C., Nikula, T., & Smit, U. (2010). *Language Use and Language Learning in CLIL Classrooms*. Amsterdam: John Benjamins Publishing.
- Dalton-Puffer, C., Llinares, A., Lorenzo, F., & Nikula, T. (2014). “You can stand under my umbrella”: Immersion, CLIL and bilingual education. A response to Cenoz, Genesee & Gorter (2013). *Applied Linguistics*, 35(2), 213-218.

- Dannels, D. P. (2001). Time to speak up: A theoretical framework of situated pedagogy and practice for communication across the curriculum. *Communication Education*, 50(2), 144-158.
- Darn, S. (2006). Content and Language Integrated Learning (CLIL): A European Overview. *Online Submission*. shorturl.at/wGMR3
- Davis, B. G. (2003). Collaborative learning: Group work and study teams. Retrieved from <http://teaching.berkeley.edu/bgd/collaborative.html>
- Dewaele, J., Beardsmore, H., Housen, A., & Wei, L. (2003). *Bilingualism: Beyond Basic Principles* (Vol. Volume 123 of Multilingual matters). Bristol: (H. B. Jean-Marc Dewaele, Ed.) Multilingual Matters, 2003.
- Dewi, H. (2016). *Project-based learning techniques to improve speaking skills*. *English Education Journal*, 7(3), 341-359.
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge: Cambridge University Press.
- Febriawati, D. A. (2012) *Improving students' speaking skills through Project-Based Learning at grade eight of SMP N 1 Kalasan*. Unpublished Bachelor's thesis. Universitas Negeri Yogyakarta, Yogyakarta.
- Forehand, M. (2010). Bloom's taxonomy. *Emerging perspectives on learning, teaching, and technology*, 41(4), 47-56.
- Fortanet-Gomez, I. (2013). *CLIL in Higher Education: Towards a Multilingual Language Policy* (Vol. Volume 92 of Bilingual Education and Bilingualism). Bristol: Multilingual Matters.
- Fragoulis, L. (2009). Project-Based Learning in the teaching of English as a foreign language in Greek primary schools: *From theory to practice*. *English Language Teaching*, 2(3), 113-119.
- Gaer, S. (1998). Less teaching and more learning: *Turning from traditional methods to project based instruction*. Retrieved from <http://www.ncsall.net/index.html?id=385.html>
- García, O. (2009). Emergent Bilinguals and TESOL: What's in a Name?. *Tesol Quarterly*, 43(2), 322-326.
- García, O. (2011). *Bilingual Education in the 21st Century: A Global Perspective*. New Jersey: John Wiley & Sons, 2011.

- Green, T., & Green, J. (2018). Flipgrid: Adding voice and video to online discussions. *Tech Trends*, 62(1), 128-130.
- Harden, R. M., Crosby, J., Davis, M. H., Howie, P. W., & Struthers, A. D. (2000). Task-based learning: the answer to integration and problem-based learning in the clinical years. *Medical Education-Oxford*, 34(5), 391-397.
- Kayi, H. (2006). Teaching speaking: Activities to promote speaking in a second language. *The Internet TESL Journal*, XII (11). Retrieved from <http://iteslj.org/>
- Krajcik, j. S. & Blumenfeld, P. C. (2006). *Project-based Learning: The Cambridge Handbook of the Learning Sciences*, 2nd Edition. Cambridge University Press. pp. 317-34.
- Lagabaster, D., & Sierra, J.M. (2010). CLIL and Immersion Programs in English: More Differences than Similarities. *ELT Journal*, 64, 367-375.
- Lastra-Mercado, D. (2016). An Introductory Study of Project-Based Learning (PBL) and Content and Language Integrated Learning (CLIL) in TEFL. Jaén: Universidad de Jaén. Unpublished Master's thesis.
- Leedy, P. D., & Ormrod, J. (2010). E. 2010. Practical research: *Planning and design*. New Jersey, Merrill Prentice Hall.
- Leedy, P. D., & Ormrod, J. E. (2014). Practical Research: Planning and design, Pearson Education. NYC: Merril.
- Madrid, D., and Bueno, A. (2005). "Classroom Research", in McLaren, N. Madrid, D. and Bueno, A. (eds.): TEFL in Secondary Education. Granada: Editorial Universidad de Granada, pp. 646-647
- Magnusson, K. (2020). *Interpreting Cohen's d effect size: An interactive visualization* (Version 2.3.0) [Web App]. R Psychologist. <https://rpsychologist.com/d3/cohend/>
- Mahalingam, K., & Md Yunus, M. (2017). Good language learners and their strategies: An insight. *Proceedings of the ICECRS*, 1(1), 359-366.
- Mariño Ávila, C. M. (2014). Towards implementing CLIL (content and language integrated learning) at CBS (Tunja, Colombia). *Colombian Applied Linguistics Journal*, 16(2), 151-160.
- Marx, R. W. (1997). Enacting project-based science: Challenges for practice and policy. *The Journal of the Elementary School*, 97, 341-358.

- Maulany, D. B. (2013). The use of project-based learning in improving the students speaking skill (a classroom action research at one of primary schools in Bandung). *Journal of English and Education*, 1(1), 30-42.
- Mehisto, P. (2012). Criteria for Producing CLIL Learning Material. *Online Submission*.
- Meyer, O. (2010). Introducing the CLIL-pyramid: key strategies and principles for quality CLIL planning and teaching. *Basic issues in EFL-teaching and learning*, 295-300.
- Meyer, O. (2013). *Introducing the CLIL-Pyramid: Key Strategies and Principles for CLIL Planning and Teaching*. (T. S. Maria Eisenmann, Ed.) Dossenheimer Landstraße 13, 69121 Heidelberg, Universitätsverlag Winter GmbH Heidelberg.
- Moss, D., & Van Duzer, C. (1998). *Project-based learning for adult English learners*. Retrieved from <http://www.ericdigest.org/1999-4/project.htm>
- Murillo-Caicedo, A. J. (2016). *Coaching for CLIL: a training proposal for non-CLIL content primary teachers in the Principado de Mónaco Bilingual School*. Bogotá, Universidad Internacional de La Rioja, Faculty of Education.
- Navarro, B. (2009). *Improving Speaking Skills*. Encuentro: Revista de investigación e innovación en la clase de idiomas, ISSN 1989-0796, N° 18, 2009, pags. 86-90.
- Nikula, T., Dafouz, E., Moore, P., & Smit, U. (2016). *Conceptualizing Integration in CLIL and Multilingual Education*. Bristol: Channel View Publications.
- Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. New York: Prentice Hall International.
- Orsmond, P., & Merry, S. (2013). The importance of self-assessment in students' use of tutors' feedback: A qualitative study of high and non-high achieving biology undergraduates. *Assessment & Evaluation in Higher Education*, 38(6), 737-753.
- Paredes, R., Henríquez, E., Zurita, R., Pinos, V., Apolinario, O., & Campoverde, M. (2018). *New Curriculum in Ecuador*. *Journal of Chemical Information and Modeling*. Miami - Florida: Unpublished
- Patton, A. (2012). *Work that matters: The teacher's guide to Project-Based Learning*. The Paul Hamlyn Foundation. Unpublished.
- Permatasari, S. F. (2013). Improving students' speaking skill through Project-Based Learning for second graders of SMPN 1 Kawedanan, Magetan. Unpublished Bachelor's thesis. State University of Malang, Malang.

- Srikrai, P. (2008). Project Based Learning in an EFL classroom. *Journal of Humanities and Social Sciences*, 25, 85-111.
- Stoller, L. S. (1997). Project work: A means to promote language content. *Forum*, 35(4), 2-18.
- Stoszkowski, J. (2018). Using Flipgrid to develop social learning. *Compass: Journal of Learning and Teaching*, 11(2). doi:<https://doi.org/10.21100/compass.v11i2.786>
- Stoszkowski, J., Hodgkinson, A., & Collins, D. (2020). Using Flipgrid to improve reflection: a collaborative online approach to coach development *Physical Education and Sport Pedagogy*, 1-12. DOI: 10.1080/17408989.2020.1789575
- Taillefer, G. (2013) « CLIL in higher education: the (perfect?) crossroads of ESP and didactic reflection », *ASp [Online]*, 63 | 2013, posted on October 07, 2014, consulted on October 20, 2020. URL : <http://journals.openedition.org/asp/3290>; DOI: <https://doi.org/10.4000/asp.3290>
- Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge: Cambridge University Press.
- Urrutia Leó, W., & Vega Cely, E. (2010). Encouraging teenagers to improve speaking skills through games in a Colombian public school. *Profile Issues in TeachersProfessional Development*, 12(1), 11-31.
- Weiss, R. O. (1990). *The Faculty Development Component of Speaking across*. Chicago: ERIC.
- Weiss, R. O. (1998). *Sustaining Speaking across the Curriculum Programs*. New York: ERIC.
- Willis, J. (1996a). *A framework for task-based learning* (Vol. 60). Harlow: Longman.
- Willis, J. (1996b). A Framework for Task-Based Learning. *Challenge and change in language teaching*. *Open Journal of Modern Linguistics*, Vol.6 No.3, 52-62.

APPENDICES¹⁰

¹⁰ All the activities, interviews, final test and self-assessment rubrics were created by me. Except TOEFL iBT Test speaking rubrics.

APPENDIX A

Oral Presentation Rubric			
Name: _____	Date: _____ Level: _____	Topic: _____	
		Objective: _____ _____	
Expectation	5 Exceptional	3 Developing	1 Needs improvement
I was fully prepared for my speech.			
I pronounced words accurately.			
I spoke loud enough, so everybody could hear me.			
I spoke clearly and slow.			
My ideas made sense.			
My speech was organized.			
My speech was emotional and catchy.			
Observations: _____ _____ _____ _____ _____ _____ _____ _____			Total: _____/10

APPENDIX B

Name of presentation:	Student's Name:
I liked/didn't like my presentation because:	
The project was interesting/wasn't interesting because:	
In this project I learned:	
My English improved because:	
Suggestions to the teacher:	

Five new words/meaning I learned are: 1. _____; 2. _____; 3. _____; 4. _____; 5. _____;			
Two new facts I learned are: 1. _____ 2. _____			
Talking about "Simple machines" was:	easy	ok	difficult
My group worked together:	very well	well	badly

HEALTH PROBLEMS

16 Cards to role play



APPENDIX D

GROUP PRESENTATION		
Topic: _____ Objective: _____ _____ _____		Group members: _____ _____ _____ _____
		Date: _____ Class: _____ Project type: Full () Mini () Score: _____/10
Criteria		Observations:
Content	Rating	
Clear	1 2 3 4	
Relevant	1 2 3 4	
Organized	1 2 3 4	
Concise	1 2 3 4	
Design / Layout	Rating	
Alignment	1 2 3 4	
Balance	1 2 3 4	
White space	1 2 3 4	
Consistency	1 2 3 4	
Color	1 2 3 4	
Headings and fonts	1 2 3 4	
Graphics	Rating	
Photographs	1 2 3 4	
Diagrams / charts	1 2 3 4	
Artwork	1 2 3 4	
Groupwork	Rating	
Positive attitude	1 2 3 4	
Contribution	1 2 3 4	
Team work	1 2 3 4	
1= poor 2=average 3= good 4= excellent		
_____ Content Teacher _____ Language Teacher _____ Bilingual Coordinator		

TOEFL iBT® Test Independent Speaking Rubrics

SCORE	GENERAL DESCRIPTION	DELIVERY	LANGUAGE USE	TOPIC DEVELOPMENT
4	The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:	Generally well-paced flow (fluid expression). Speech is clear. It may include minor lapses, or minor difficulties with pronunciation or intonation patterns, which do not affect overall intelligibility.	The response demonstrates effective use of grammar and vocabulary. It exhibits a fairly high degree of automaticity with good control of basic and complex structures (as appropriate). Some minor (or systematic) errors are noticeable but do not obscure meaning.	Response is sustained and sufficient to the task. It is generally well developed and coherent; relationships between ideas are clear (or clear progression of ideas).
3	The response addresses the task appropriately but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:	Speech is generally clear, with some fluidity of expression, though minor difficulties with pronunciation, intonation, or pacing are noticeable and may require listener effort at times (though overall intelligibility is not significantly affected).	The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. This may affect overall fluency, but it does not seriously interfere with the communication of the message.	Response is mostly coherent and sustained and conveys relevant ideas/information. Overall development is somewhat limited, usually lacks elaboration or specificity. Relationships between ideas may at times not be immediately clear.
2	The response addresses the task, but development of the topic is limited. It contains intelligible speech, although problems with delivery and/or overall coherence occur; meaning may be obscured in places. A response at this level is characterized by at least two of the following:	Speech is basically intelligible, though listener effort is needed because of unclear articulation, awkward intonation, or choppy rhythm/pace; meaning may be obscured in places.	The response demonstrates limited range and control of grammar and vocabulary. These limitations often prevent full expression of ideas. For the most part, only basic sentence structures are used successfully and spoken with fluidity. Structures and vocabulary may express mainly simple (short) and/or general propositions, with simple or unclear connections made among them (serial listing, conjunction, juxtaposition).	The response is connected to the task, though the number of ideas presented or the development of ideas is limited. Mostly basic ideas are expressed with limited elaboration (details and support). At times relevant substance may be vaguely expressed or repetitious. Connections of ideas may be unclear.
1	The response is very limited in content and/or coherence or is only minimally connected to the task, or speech is largely unintelligible. A response at this level is characterized by at least two of the following:	Consistent pronunciation, stress and intonation difficulties cause considerable listener effort; delivery is choppy, fragmented, or telegraphic; frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limit or prevent expression of ideas and connections among ideas. Some low-level responses may rely heavily on practiced or formulaic expressions.	Limited relevant content is expressed. The response generally lacks substance beyond expression of very basic ideas. Speaker may be unable to sustain speech to complete the task and may rely heavily on repetition of the prompt.
0	Speaker makes no attempt to respond OR response is unrelated to the topic.			

APPENDIX F

TOEFL iBT® Test Integrated Speaking Rubrics

SCORE	GENERAL DESCRIPTION	DELIVERY	LANGUAGE USE	TOPIC DEVELOPMENT
4	The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:	Speech is generally clear, fluid, and sustained. It may include minor lapses or minor difficulties with pronunciation or intonation. Pace may vary at times as the speaker attempts to recall information. Overall intelligibility remains high.	The response demonstrates good control of basic and complex grammatical structures that allow for coherent, efficient (automatic) expression of relevant ideas. Contains generally effective word choice. Though some minor (or systematic) errors or imprecise use may be noticeable, they do not require listener effort (or obscure meaning).	The response presents a clear progression of ideas and conveys the relevant information required by the task. It includes appropriate detail, though it may have minor errors or minor omissions.
3	The response addresses the task appropriately, but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:	Speech is generally clear, with some fluidity of expression, but it exhibits minor difficulties with pronunciation, intonation, or pacing and may require some listener effort at times. Overall intelligibility remains good, however.	The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. Such limitations do not seriously interfere with the communication of the message.	The response is sustained and conveys relevant information required by the task. However, it exhibits some incompleteness, inaccuracy, lack of specificity with respect to content, or choppiness in the progression of ideas.
2	The response is connected to the task, though it may be missing some relevant information or contain inaccuracies. It contains some intelligible speech, but at times problems with intelligibility and/or overall coherence may obscure meaning. A response at this level is characterized by at least two of the following:	Speech is clear at times, though it exhibits problems with pronunciation, intonation, or pacing and so may require significant listener effort. Speech may not be sustained at a consistent level throughout. Problems with intelligibility may obscure meaning in places (but not throughout).	The response is limited in the range and control of vocabulary and grammar demonstrated (some complex structures may be used, but typically contain errors). This results in limited or vague expression of relevant ideas and imprecise or inaccurate connections. Automaticity of expression may only be evident at the phrasal level.	The response conveys some relevant information but is clearly incomplete or inaccurate. It is incomplete if it omits key ideas, makes vague reference to key ideas, or demonstrates limited development of important information. An inaccurate response demonstrates misunderstanding of key ideas from the stimulus. Typically, ideas expressed may not be well connected or cohesive so that familiarity with the stimulus is necessary to follow what is being discussed.
1	The response is very limited in content or coherence or is only minimally connected to the task. Speech may be largely unintelligible. A response at this level is characterized by at least two of the following:	Consistent pronunciation and intonation problems cause considerable listener effort and frequently obscure meaning. Delivery is choppy, fragmented, or telegraphic. Speech contains frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limit (or prevent) expression of ideas and connections among ideas. Some very low-level responses may rely on isolated words or short utterances to communicate ideas.	The response fails to provide much relevant content. Ideas that are expressed are often inaccurate, limited to vague utterances, or repetitions (including repetition of prompt).
0	Speaker makes no attempt to respond OR response is unrelated to the topic.			



Copyright © 2019 by Educational Testing Service. All rights reserved. ETS, the ETS logo, TOEFL, and TOEFL iBT are registered trademarks of Educational Testing Service (ETS) in the United States and other countries. IN ENGLISH WITH CONFIDENCE is a trademark of ETS. 417321919