



UNIVERSIDADE FEDERAL DE SANTA CATARINA  
CAMPUS TRINDADE  
CENTRO DE COMUNICAÇÃO E EXPRESSÃO  
PROGRAMA DE PÓS-GRADUAÇÃO EM INGLÊS

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**ENGLISH, PLEASE!**

**ORAL PRODUCTION IN A PROJECT-BASED LANGUAGE LEARNING  
CONTEXT: TEACHER'S PERCEPTION ON THE IMPLEMENTATION OF  
SYSTEMATIZED LANGUAGE TEACHING**

Florianópolis

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LEARNING CONTEXT: TEACHER'S PERCEPTION ON THE IMPLEMENTATION OF  
SYSTEMATIZED LANGUAGE TEACHING**

Dissertação submetida ao Programa de Pós-Graduação em Inglês: estudos linguísticos e literários da Universidade Federal de Santa Catarina como requisito parcial para a obtenção do título de Mestra em Letras.

Orientadora: Prof.(a) Donesca Cristina Puntel Xhafaj.

Florianópolis

2023

### Ficha de identificação da obra

Tontini, Nicole Vieira da Rosa  
ENGLISH, PLEASE! ORAL PRODUCTION IN A PROJECT-BASED LANGUAGE  
LEARNING CONTEXT : TEACHER'S PERCEPTION ON THE IMPLEMENTATION OF  
SYSTEMATIZED LANGUAGE TEACHING / Nicole Vieira da Rosa Tontini ;  
orientador, Donesca Cristina Puntel Khafaj, 2023.  
153 p.

Dissertação (mestrado) - Universidade Federal de Santa  
Catarina, Centro de Comunicação e Expressão, Programa de Pós-  
Graduação em Inglês: Estudos Linguísticos e Literários,  
Florianópolis, 2023.

Inclui referências.

1. Inglês. 2. Aprendizagem Baseada em Projetos. 3. Produção  
Oral em Segunda Língua. 4. Percepção do Professor. 5. PBL. I.  
Khafaj, Donesca Cristina Puntel. II. Universidade Federal de  
Santa Catarina. Programa de Pós-Graduação em Inglês: Estudos  
Linguísticos e Literários. III. Título.

Nicole Vieira da Rosa Tontini

**English, please! Oral production in a project-based language learning context: teacher's perception on the implementation of systematized language teaching**

O presente trabalho em nível de Mestrado foi avaliado e aprovado, em 27 de junho de 2023 pela banca examinadora composta pelos seguintes membros:

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Certificamos que esta é a versão original e final do trabalho de conclusão que foi julgado adequado para obtenção do título de Mestre em Programa de Pós-Graduação em Inglês: estudos linguísticos e literários.

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Profª. Dra. Donesca Cristina Puntel Xhafaj  
Orientadora

Florianópolis, 2023.

*To my son, Théo, and my daughter, Maitê, whose enchantment  
with the small things I hope never fades away.*

## AGRADECIMENTOS

First, I would like to state that I have chosen to write the following acknowledgements in my L1, Portuguese, so that I am absolutely sure the people I am thankful to are able to read and fully understand it. Besides, an experienced teacher once told me that when we are talking about “heart matters” we should do in our first language whenever that was possible. So, here we go!

No último Natal que passamos juntas, durante a ceia em minha casa, minha irmã mais velha, que faleceu inesperadamente há quase um ano, me explicava o porquê de não utilizar mais a palavra “obrigada” e tê-la substituído por “gratidão”. Achamos graça da veemência (costumeira) com que ela defendeu seu ponto de vista e eu lhe disse, quase em tom de provocação, que seguiria usando “obrigada”. No dicionário, a palavra “gratidão” se refere ao reconhecimento por um benefício recebido. Popularmente, trata-se do agradecimento a alguém por algo bom que tenha feito, um sinônimo para o “obrigada” que na atualidade, não se remete mais ao verbo obrigar, de estar obrigado a algo, ligado moralmente por uma obrigação devido a um favor recebido (e por isso abandonado por minha irmã) mas sim, traz o sentimento de agradecida, grata.

Ao fim de uma jornada de dois anos intensos de estudo é chegada a hora de olhar para o início do caminho e reconhecer as pessoas que estavam lá, antes ainda da linha de largada. Também, em muitos flashbacks conseguimos rever aqueles que apareceram durante o percurso, como quem aparece em meio à multidão com um copo de água gelada nas mãos para oferecer a um corredor em uma maratona. E hoje, a apenas algumas semanas do término deste capítulo, olho pro lado e vejo os que ainda estão por aqui, esperando o pé cruzar a linha de chegada, os braços arrebutarem a fita para aplaudir e ainda assim, talvez ajudar a segurar o corpo cansado. Sim, é fato que o ingresso nesta jornada começa muito antes de reconhecermos nosso nome entre a lista dos aprovados e gritarmos euforicamente pela casa como quem tivesse ganhado na loteria. Para que alguém se permita sonhar com um mestrado, é necessário saber-se sujeito capaz, o que também se dá a partir do olhar do outro. Entre gratidão, obrigada e thank you so much, deixo aqui meu reconhecimento a vocês.

Obrigada, pai e mãe por sempre me verem como capaz, muito provavelmente por terem enxergado muito mais do que eu realmente era, mas por assim terem me feito acreditar que podia. Obrigada por todas as histórias contadas, por todos os países visitados na mesa do jantar, por cada livro embaixo da árvore de Natal.

Obrigada ao meu companheiro de vida, Fernando, que me faz seguir adiante a cada

tropeço. Que me fez acreditar que era possível escrever um pré-projeto em duas semanas para participar deste processo seletivo. Que carregou os filhos em passeios nos sábados, domingos e feriados em que precisei ler, escrever, escrever e ler mais um pouco, e que tinha sempre uma taça de vinho a dividir no final de um dia difícil ou de uma conquista. Você é luz em minha vida.

Gratidão às minhas irmãs. Fabi, que hoje não compartilha mais este plano conosco, mas cujo alto-astrol me faz sempre lembrar de que não há mal que dure para sempre e de que um dia chuvoso também pode ser bom. Juli, gratidão (sei que também não gostas de “obrigada”) pela vibração, pela torcida, pela escuta sem julgamento, pelas dicas de óleos essenciais e sessões de cura, mesmo que à distância, que foram também, essenciais. Kau, obrigada pelas partilhas de experiência sobre vida acadêmica, pelas leituras de alguns textos, pelo incentivo, por me fazer acreditar que dava (“Vai dar boa!”, ela dizia) e por me dar um empurrão algumas vezes. Obrigada ao meu irmão, Duca, pelo interesse sempre genuíno em saber sobre as coisas e por emprestar um olhar mais leve sobre como a vida pode ser vivida. Afinal, dentro de um café é sempre um bom lugar para começar o dia.

Meus filhos, Théo e Maitê, obrigada por, do alto de seus 14 e 10 anos serem tão compreensivos diante da ausência que por vezes, se fez necessária neste período. Obrigada pelos olhinhos brilhantes e atentos diante das longas respostas a cada vez que me pediam para explicar o que exatamente estava estudando. Vocês transbordam amor e empatia. Vocês são amor.

Amigos queridos, cujos nomes todos não conseguirei citar, obrigada por cada palavra de amor e incentivo. Há aquela que me mandou o link do edital em um domingo ensolarado (“Guria... tu já viu isso? Deverias tentar!”, disse ela). Há aquele mega escritor maravilhoso que me deu aulas de literatura antes da prova (Ufa!) e leu tantas coisas malucas que escrevi. Tem também aquela que, já tendo feito esse percurso dizia “Vai lá que vais dar conta”. Tem aquela que ora ou outra mandava uma mensagem de mansinho, tentando arriscar sugerir um dia para nos encontrarmos. Tem aquela cujos olhos se enxiam de orgulho a cada “nota boa” compartilhada e cujo abraço dava vontade de morar dentro. Amigos e amigas, obrigada! Vocês foram o sol, o mar e o vento durante essa maratona. Deixaram o caminho mais bonito.

Aos meus professores, qualquer coisa que diga sobre eles não será suficiente, pois se ainda muito jovem escolhi ser professora é porque houve o desejo de ser um pouco do que eles foram para mim. Aos professores do PPGI da UFSC um agradecimento especial. Nosso programa aconteceu inteiramente online devido às medidas de segurança em ocasião da

pandemia causada pela COVID-19, algo inédito para esta universidade e tantas outras ao redor do mundo. Posso dizer a vocês que aprendi muito tendo sido levada a reflexões profundas e discussões riquíssimas. Obrigada por não desistirem da docência, por tentarem se reinventar e também aprender diante da realidade com a qual precisaram lidar. Acima disso, obrigada por não desistirem da Educação Pública mesmo sofrendo injúrias e enfrentando todo o descaso do poder público dos últimos anos. Graças a vocês, graças à universidade pública, posso hoje estar neste lugar. Ao Colégio São José Itajaí pelo apoio e, em especial aos professores do English CLUB que toparam embarcar comigo neste estudo e se colocaram como pesquisadores de sua própria prática docente, meu agradecimento e profunda admiração. Vocês são profissionais inspiradores. Pudessem eu voltar no tempo, adoraria ser aluna de vocês!

Por fim, um obrigada a ela que tem olhos de lince e um coração de mãe urso. Obrigada Professora Donesca, a quem tenho a sorte grande de chamar de minha orientadora. Obrigada por ser bússola em meio ao nevoeiro, por ser ombro e paciência nos dias de luto ou de pura procrastinação, por ser palavra firme diante do que precisava ser dito, combinado e entregue. Thank you so much!



*“Que a importância de uma coisa não se mede com fita métrica  
nem com balanças nem barômetros etc. Que a importância de  
uma coisa há que ser medida pelo encantamento que a coisa  
produza em nós”.*

*(Manoel de Barros, 2018)*

## ABSTRACT

Based on the existing research and classroom observations that point to the difficulties concerning the development of speaking activities in a second language (L2) within the Project Based Learning approach (PBL), this study investigated two main aspects. First, teachers' perception of students' L2 oral production after the introduction of systematized language teaching through PPP stages (Presentation, Practice, Production), and second, teachers' perception of the impacts PPP had on PBL's core elements, such as student-centeredness, significant content, presence of 21<sup>st</sup>-century skills (problem-solving, critical thinking, collaboration, communication, and creativity), presence of in-depth inquiry, room for learners' voice and choice, and the presence of critique and revision moments. Five teachers volunteered to take part in this study. They were split into two groups and, after a 6-hour workshop on PPP, three participant teachers implemented the PPP sequencing in their classes (twenty or twelve classes of three hours each, depending on the group's grade) while the other two participants kept teaching the way they used to. All five participants registered their perceptions of L2 use in solicited diaries during this period. After that, the teachers who introduced the PPP stages were invited for an interview. The qualitative data collected in this case study pointed, in general terms, to an enhancement of students' use of L2 after the introduction of PPP techniques, mainly due to a raise in language awareness. As far as the main principles and characteristics of PBL are concerned, teachers do think they were not completely erased or modified, but a decrease in student-centeredness was perceived, as well as a decline in motivation and willingness to participate in older students. The main contributions of this study are that systematized language teaching seems to be a strategy to be considered in PBL (Project Based Language Learning) when it comes to oral production, and that PPP can be used as an interesting tool as long as it is adjusted to be combined with communicative approaches, such as the PBL.

**Keywords:** Project-Based Learning; Oral Production; Teachers' Perceptions.

## RESUMO

A partir das pesquisas existentes e observações feitas pela pesquisadora em sala de aula, há evidências que apontam para dificuldades no desenvolvimento de atividades de fala em segunda língua (L2) dentro da abordagem de Aprendizagem Baseada em Projetos (PBL). O presente estudo teve dois aspectos centrais como pontos de investigação, sendo o primeiro referente à percepção dos professores sobre a produção oral de L2 de seus alunos após a implementação de ensino sistematizado de língua por meio da sequência de PPP (Apresentação, Prática, Produção) e, o segundo, referente à percepção dos professores sobre os impactos que o PPP teve nas características essenciais do PBL, como a aprendizagem centrada no aluno, conteúdo significativo, presença de habilidades do século 21 (resolução de problemas, pensamento crítico, colaboração, comunicação e criatividade), investigação aprofundada, espaço para voz e escolha dos alunos e presença de momentos de crítica e revisão. Cinco professores se voluntariaram para participar do estudo e foram divididos em dois grupos. Após uma oficina de 6 horas sobre o PPP, três professores participantes implementaram o sequenciamento do PPP em suas aulas (vinte ou doze aulas de três horas cada, dependendo da série) enquanto os outros dois participantes seguiram conduzindo as aulas da forma que costumavam fazê-lo. Todos os cinco participantes registraram suas percepções sobre o uso da L2 em atividades orais em diários durante esse período. Em seguida, os professores que introduziram as etapas do PPP foram convidados para uma entrevista semiestruturada. Os dados qualitativos colhidos neste estudo de caso apontaram, em termos gerais, para percepção dos participantes de maior uso de L2 pelos alunos após a introdução das técnicas de PPP, principalmente devido a um aumento da consciência sobre a intencionalidade do uso da língua alvo. Quanto às características do PBL, a percepção dos professores que implementaram o PPP é de que elas não foram extintas ou alteradas de forma significativa, mas que pôde-se perceber certo impacto no que tange o aluno com centro da aprendizagem bem como nos níveis de motivação, especialmente dos alunos mais velhos. As principais contribuições deste estudo estão no apontamento de que o ensino sistematizado da língua alvo pode ser uma estratégia a ser considerada no PBL (Aprendizagem de Língua Baseada em Projetos) quando se trata de produção oral, e que se ajustado para ser combinado com abordagens comunicativas, como o PBL, o PPP pode ser vir a ser uma ferramenta aliada no ensino de L2.

**Palavras-chave:** Aprendizagem Baseada em Projetos; Produção Oral; Percepção de Professores.

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## LIST OF ACRONYMS, ABBREVIATIONS, AND SYMBOLS

UFSC	Universidade Federal de Santa Catarina
SLA	Second language acquisition
L2	Second language
L1	First Language
PBL	Project-Based Learning
PBLL	Project-Based Language Learning
PPP	Presentation, Practice, Production
ESL	English as a Second Language
ELT	English Language Teaching
WTC	Willingness to communicate

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## 1 INTRODUCTION

This chapter presents (1) the motivation for this piece of research, providing information on the researcher background as a language teacher and the path that led her to this specific investigation, (2) the contextualization of the study which displays the setting in which the study was conducted and the main reasons to carry it out, (3) the significance of the study, and finally (4) the organization of the study.

### 1.1 MOTIVATION FOR THE STUDY

In order to make this piece of research as meaningful to you as it is to me, I would like to begin by telling you how it all started and why Project-Based Learning has caught my attention and has become a research interest. Hopefully, after reading this, it might gain your attention as well.

I started teaching English back in 1996, at the age of fifteen. As a novice teacher with no theoretical background study in the area, I was told to follow the course book the language school used. Before being hired, I had spent four months going to the institution every evening to observe my future colleagues' classes, which gave me the possibility to get to know the materials for all the different levels and to see different teaching styles. The school was a branch of a considerable franchising system; therefore, teachers' manuals were very clear and direct, leaving very little room for teachers' creation. In other words, the chances of an inexperienced teacher like me doing things inadequately were close to zero. Because I had watched so many classes before I actually started teaching, I felt very confident despite the lack of experience. After the first semester of teaching by the books, I realized that in some groups things worked just fine, and students responded with great improvement to what they were taught. In contrast, other students struggled to memorize the new vocabulary and apply the grammar rules presented in sentences and texts. That certainly intrigued me enough to make me look at that material in a way that I could find some room to create new possibilities, including extra practice through games and songs that would give my students the possibility to see the same pieces of vocabulary and grammar rules in different contexts and, especially, in more fun ways. Since the approach used by that school (later I came to learn it was the Grammar-Translation method) was so static, trying to motivate my students to learn became a life goal.

That was how I became an English teacher who empirically, by observing students'



responses to the content taught, tried to create and propose different possibilities. More than twenty years have gone by, and throughout this journey the experience with many different methods and the support of literature have certainly changed my comprehension of second language (L2) learning and teaching. However, the desire to have active and motivated students in class has prevailed over the years I worked as a teacher, a teacher educator, and a pedagogical coordinator. In 2016, exactly twenty years after my first experience as an English teacher, the school I worked at (and still do) invited me to design an extracurricular bilingual program for the kids whose families had the need or the willingness to have a full-time school schedule. Since the demand from working families who needed to count on school services all day long seemed to be growing, the idea was to promote the learning of an L2 (English) in the opposite shift to the regular curriculum.

The program started with two groups of Early Years Education children (one group with three- and four-year-old kids and the other with five- and six-year-old kids), and classes would happen every day from 8:30 to 11:30 AM. While researching possible paths to be taken in the program, the idea of having motivated, active learners in a student-centered approach that proposed hands-on activities was one of the premises I considered. By that time, I had gotten in touch with Tizuko Kishimoto's contributions to children's pedagogy (1998, 2013), Janet Moyles's understanding of the importance of play in learning (2002, 2010), with the inspiring experiences from Reggio Emilia in the Italian pedagogy (EDWARDS, GANINI, FORMAN, 2015; GANDINI, HILL, CADWELL, SCHWALL, 2012; PICCININI, BONILAUDI, FILLIPINI, 2015; VECCHI, 2017), and the project-based work developed with young children in the perspective of some authors such as Maria Carmen Silveira Barbosa and Maria da Graça Souza Horn (2008) and Celso Antunes (2012). In other words, learning, in general, had acquired a different meaning to me, and some aspects had become the basis for the program, which should be play-based, children-centered, and very respectful to kids' needs, for it was first conceived for very young learners who would spend the whole day at the school environment.

Students got older, and so did the program, and two years later, in 2018, although we were pleased with the results we had been reaching in terms of L2 acquisition and students' well-being, it seemed to be the time to take the next step and start thinking about more structured project possibilities, and that is why, when, and how the Project Based Learning (PBL) approach gains the scene in this context. Counting on a team of great teachers who were willing to learn and try new strategies and approaches to teaching and on specific literature on PBL (BENDER, 2015; BOSS and LARMER, 2018; NOGUEIRA, 2005; RESNICK, 2017; SMITH, 2018), this approach was, from that moment on, more genuinely put into practice in

the English Club program. Since then, significant achievements have been reached not only in terms of L2 acquisition but also in terms of autonomy, critical and creative thinking skills, problem-solving abilities, and collaborative work engagement. A lot has been attained regarding teacher development, too, once teachers had to learn, research and dive into the PBL approach. Still, along with the conquests, some challenges have also been noticed, and one of these aspects is going to be investigated in this study.

## 1.2 CONTEXTUALIZATION

How does one learn a second language? What is the best way to teach it? Is there a right or a wrong way to do it? Which teaching strategies demonstrate to be more effective? These are some of the questions that have been guiding researchers over the years. In the field of L2 learning and teaching, a lot has been researched regarding methods and different approaches to teaching.

Larsen-Freeman (2000) defines method as what links thoughts to actions, once teaching always involves both, and, as the author points out, becoming aware of the thoughts that guide one's actions in a classroom setting is an essential exercise for a language teacher. Different approaches have been used over the past decades to teach an additional language: The Grammar-Translation Method, the Silent Way, the Direct Method, the Communicative Approach, Content-Based Instruction, the Task-Based Approach, the Audiolingual Method, Total Physical Response, Cooperative Language Learning (LARSEN-FREEMAN, 2000), to name the most popular ones. More recently, the Project Based Learning (PBL) approach has been gaining some attention from the field as an approach that can be applied to L2 teaching as well.

Through PBL, learners gain and apply different skills across projects that involve inquiry turned into a driving question. Its main principles involve (1) significant content, (2) problem solving, critical thinking, collaboration, communication, and creativity, (3) in-depth inquiry, (4) the presence of a driving question, (5) students' need to know, (6) learners' voice and choice, (7) the need of constant critique and revision, and finally (8) the presence of a public audience to whom the product or problem solution should be presented (SMITH, 2018, p. 14). According to the author, "it can be used to teach students completely new skills and practice skills they already have a basic understanding of" (2018, p. 13).

The effectiveness of Project Based Language Teaching (PBLT), however, has not been investigated enough since its emergence in the area can be considered a recent one. The key

elements mentioned above lead students to develop crucial life skills (critical and creative thinking, decision-making skills, collaborative working skills) and most importantly, in terms of language learning, the approach has shown to promote high rates of motivation among students (KATZ, CHARD, 2000; WACHOB, 2006; FAROUCK, 2016; DU, HAN, 2016; YACOMAN, DIAZ, 2019; SUPE, KAUPUZS, 2015; ZHOU, 2018).

As mentioned in the previous section, PBL is the approach used at the English Club - an extracurricular bilingual program in a school in Itajaí, Brazil. Using the PBL approach over the past years, we have had the chance to observe many classes of different ages and levels. Playground, sandpit, and playroom moments are a constant presence in the classes as well as hands-on activities in which students are making experiments, building, measuring, drawing, and sewing. One aspect that draws attention is how learners deal with the L2 during the moments that demand oral production. Through my observations and reflections with the group of teachers, we have come to notice that most students often make use of their L1 (Portuguese) whenever they are grouped for hands-on activities, research proposals or project-related discussions – basic principles of PBL – while the L2 (English) is more often used when guided practices are proposed through course book activities, for instance. This drawback has also been pointed out by different studies around the world (YACOMAN, DIAZ, 2019; HUMALDA, ZWAAL, 2016), which leads us to reflect upon the practices proposed regarding the development of oral production in this approach.

Considering that students might go for their L1 due to the lack of systematized language teaching, the main objective of this study was to investigate whether teachers can or cannot perceive an enhancement in learners' use of the L2 (English) during oral production moments after the implementation of a systematized and guided oral practice strategy, the PPP (Presentation, Practice, Production).

The study also intended to investigate teachers' perceptions concerning the preservation of the key elements of the PBL approach, as described by Smith (2018): significant content, the desirable 21<sup>st</sup>-century skills (problem-solving, critical thinking, collaboration, communication, and creativity), in-depth inquiry, need to know, learners' voice and choice, critique and revision, after the introduction of such technique in class. In the following sections, the purpose, significance, and organization of the study will be presented.

### 1.2.1 Statement of the Purpose

As previously mentioned, besides promoting the development of several skills, PBL is a motivating and engaging approach to teaching, which might make it an interesting choice for second language teaching. Some studies in the area (FORD; KLUGE, 2015; HUMALDA; ZWAAL, 2016; YACOMAN; DIAZ, 2019; ZHOU, 2018) as well as my observations, however, raise concerns about the (minor) use of the L2 during freer oral production moments, and based on these considerations, the objective of the present study is to investigate whether teachers using PBL can or cannot perceive an enhancement on learners' use of L2 (English) during oral production moments after the implementation of guided practice - Presentation, Practice, Production (PPP) sequence - in specific and daily moments of the class. Moreover, the study intends to check teachers' perceptions of the preservation of PBL's vital elements after the introduction of such techniques.

The understanding of the teacher as someone critical, who can notice, understand, and even theorize upon what happens in class, contributing to the comprehension of all the processes and details that take place in real-life schools is one of the premises of this piece of research and this is the reason why teachers' perceptions and views on the process can be of great contribution to the present piece of research. According to Ellis (2010), the question to be asked is no longer what teachers need to know about SLA but how SLA can contribute to teacher learning and “[...] this question can only be answered if teachers are allowed to articulate the specific issues relating to learning that they see as important and in need of attention” (p. 194).

In the following section, the importance of the present study and its possible contributions to the field will be presented.

### 1.3. SIGNIFICANCE OF THE STUDY

While PBL is not such a recent approach to teaching, it is quite new when it comes to L2 teaching, especially in Brazil. Although some Brazilian studies (PAZZELO, 2005; JORDÃO, 2014) on “project work” or, as called in Portuguese “pedagogia de projetos” in the L2 teaching context date from almost twenty years ago, they relied on the concept of a project as an end of course-book unit task. Differently from “doing projects”, PBL (in Portuguese ABP – *Aprendizagem Baseada em Projetos*) is about learning through projects. The Educational

Foundation Edutopia<sup>1</sup> released a video (2018)<sup>2</sup> which points out to the main differences between doing projects and PBL. Projects in a general understanding and more commonly present in pedagogical practices are limited in scope and duration and are a great tool for students to work with content they have already learned. PBL on the other hand, involves real-life problems and a driving question that cannot be googled and demand deep sustained inquiry. PBL also requires reflection and review of the process as well as a presentation of the findings to a real audience while usual “project work” is normally kept in the classroom. Considering PBL brings numerous advantages to the process of learning and teaching, such as high rates of motivation, development of critical and creative thinking, willingness to communicate, decision-making skills, and collaborative working skills, among many others (KATZ, CHARD, 2000; WACHOB, 2006; FAROUCK, 2016; DU, HAN, 2016; YACOMAN, DIAZ, 2019; SUPE, KAUPUZS, 2015; ZHOU, 2018), PBL is a solid option to be considered whenever an L2 teaching approach is discussed. Having a deep look into how the classes are developed and, more precisely, how the speaking activities are conducted, and proposing possible paths to enhance the use of L2 during these moments can contribute to the field of SLA, more specifically to learning and teaching research.

Another contribution of this study is the fact that most research involving PBL for ELT (PBL) purposes is carried out with adults or young adults, usually high school or university students (OTHMAN, SHAH, 2013; BOUDERSA, HAMADA, 2015; MALI, 2016, 2018; GÜVEN, 2014; KIM, 2019). The present study, on the contrary, looked at teachers of children and teenagers from the early years of education to the eighth grade, and may point to new directions regarding the implementation of PBL with young learners.

It is, thus, my belief and true wish that this piece of research may encourage teachers and researchers to learn more about PBL and consider it a possibility regarding second language teaching for children and teenagers, bearing in mind the important role that motivation plays at learning, as well as the importance that the skills mentioned previously have inside and outside the school.

The following section will demonstrate how this thesis was organized.

#### 1.4. ORGANIZATION OF THE STUDY

Having the purpose of reporting a study that aims at investigating whether teachers using

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<sup>1</sup> <https://www.edutopia.org/about>

<sup>2</sup> [Projects and Project-Based Learning: What's The Difference? - YouTube](#)

PBL can or cannot perceive an enhancement in learners' use of L2 (English) during oral production moments after the implementation of guided practice strategies, such as the Presentation, Practice, Production (PPP) sequence, this research was organized in five chapters.

Chapter 1, the introduction, contemplates the motivation for the study and the introduction to the research. Chapter 2 presents a theoretical discussion regarding PBL, PBL and how oral production is seen within the approach. It also describes the systematized approach to teaching – PPP and finally discusses the role of the language teacher.

Chapter 3 brings information about the methods used to carry out the study. The reader will find information about the qualitative method applied, the participants involved in the study, the setting in which the research took place, as well as the instruments that were used to collect data and how it was analyzed.

Chapter 4 presents and discusses the results found and is divided into three sections: (1) teachers' perceptions concerning students' use of L1 and L2 in oral activities, (2) the implementation of the PPP techniques and its impact on L2 use, and finally, (3) the consequences PPP brought to PBL.

Chapter 5 presents the conclusions drawn from what teachers perceived concerning the use of PPP in PBL not only regarding L2 use in oral production moments but also the effects it had on PBL key elements. In this chapter the reader will also find the pedagogical implications the study may have contributed with.

## 2 LITERATURE REVIEW

This chapter presents the theoretical background considered relevant for the present study and it is organized into four sections: (1) The project-based learning (PBL) approach, which brings the main concepts of PBL, (2) Project Based Language Learning (PBL) which sheds some light over the use of the project-based approach to second language learning<sup>3</sup>, (3) PBL and oral production, which discusses the relevance of oral production in L2 classes, the drawbacks perceived in the PBL approach, and the introduction of the Presentation-Practice Production (PPP) sequencing as a possibility of L2 use enhancement, and finally (4) PBL and the language teacher role, which provides reflection upon the teacher's role in a student centered approach to teaching.

### 2.1 THE PROJECT-BASED LEARNING APPROACH

Different methods have been used to teach English as a second language worldwide and in Brazil. Throughout history, the Natural Approach, the Silent Way, the Direct Method, the Communicative Approach, Content-Based Instruction, the Audiolingual Method, Total Physical Response, Cooperative Language Learning have been some of the methods used in the teaching-learning process (LARSEN-FREEMAN, 2000; RICHARDS; RODGERS, 2001). Teachers and researchers, however, have come to understand that the more the content was connected to students' context and the more authentic it was, the more learners felt motivated about it and the more they were into learning it (DU; HAN, 2016; FAROUCK, 2016; FRIED BOOTH, 2002; SUPE; KAUPUZS, 2015; WACHOB, 2006; WURDINGER et al., 2007; YACOMAN; DIAZ, 2019) and that can be thought of as one of the strong aspects that make PBL a teaching approach to be considered for L2 teaching.

The PBL approach to teaching was initially used in medical schools in the United States around the 1950s and later in a Health Science faculty in Canada in the 1960s. The idea was to have students face real-life problems that would prepare them for the issues they would have

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<sup>3</sup> As pointed out by Zaccaron, Xhafaj e D'Ely (2019), the use of terms such as foreign language, second language, and additional language teaching and learning have been questioned in the field. In the present study, we have chosen to use the term second language learning and teaching (L2) considering (1) the context in which the research was held (an extracurricular program in Brazil whose students' shared the same L1 (Portuguese) and were all learners of English as their second language) and (2) the literature that informs this study.

to deal with as physicians (OTHMAN; AHAMAD; SHAH, 2013). Although it started gaining more popularity as a teaching method at the beginning of the 1980s, its main concepts were built upon John Dewey's experiential learning philosophy, in the early 1900s, which states that one learns better when he/she "learns by doing" through "hands-on" activities in a classroom that should be a piece of society (BECKETT et al., 2020; DU; HAN, 2016;). Wurdinger (2016) goes over the origins of PBL in history and reveals that William Kilpatrick, a student of John Dewey's, had a misconception about PBL when he proposed that a project could be anything as long as it was an initiative from the learner. The author explains that although Kilpatrick's study was based on John Dewey's (1913), they disagreed on the comprehension of the teacher's role in PBL, for Dewey believed that teachers were essential to the learning process and should guide students through experiences in order to potentialize outcomes. According to Wurdinger (2016), it was Stillman Robinson, Dewey and Kilpatrick's contemporary, who proposed a more accurate conception of PBL once he believed that "projects should be created and built by students so that they could understand their practical importance" (WURDINGER, 2016, p. 14). This is the background context in which Project Based Learning leans to become an approach to teaching and to start getting recognition as an instruction method suitable not only for science undergraduate students but for teaching in general.

Considering PBL as it is understood in the present time, Bell (2010) defines it as a student driven approach to learning in which students pursue knowledge by asking questions that have derived from their genuine interest and curiosity: "Students develop a question and are guided through research under the teacher's supervision. Discoveries are illustrated by creating a project to share with a select audience" (BELL, 2010, p. 39). Wurdinger et al. (2007) define PBL as "a teaching method where teachers guide students through a problem-solving process [that] includes identifying a problem, developing a plan, testing the plan against reality, and reflecting on the plan while designing and completing a project" (p. 151). For Smith (2018), PBL is a method in which learners gain and apply different skills through projects that involve inquiry turned into a driving question. From the definitions above, it can be said that it is a student-centered approach to learning that demands an active role of learners in order to come up with answers to the questions that emerge and develop products or solutions to the problems presented. These are abilities that are necessary in today's world, which presents different demands from ones existent in the past, as Boss and Larmer (2018) have claimed: "Those demands won't be met without a fundamental shift away from traditional, teacher-centered instruction and toward more innovative, student-centered teaching and learning" (p.1).

Because very young children are not commonly lectured and taught in a teacher-centered



approach, it is quite usual to find early childhood education centers that use projects as the guiding thread for the work developed with infants (ANTUNES, 2012; BARBOSA; HORN, 2008; MOYLES, 2010; OLIVIERA, 2014). On that matter, however, in the book entitled “Lifelong Kindergarten”, Resnick (2017) suggests an extension of what is done in early childhood education to all stages of schooling, proposing that the creative processes that we aim to develop with children and young learners, which will take them to solve problems and seek solutions for social issues, be based on a practice that contemplates four “P”s (Project, Passion, Peers, Play). According to Resnick, Project, Passion, Peers, and Play are the key elements to develop creative thinkers. In a TED talk entitled “Kindergarten for our whole lives”, Resnick reflects on the importance of kindergarten and proposes that it is the greatest invention of the last millennium:

As I thought about the most important invention in the last Thousand years, I had a different suggestion: kindergarten. (...) When Froebel invented the kindergarten in 1837, he wasn't just creating a school for younger kids, he was inventing a radically new approach to education fundamentally different from schools that had come before and then what Froebel certainly couldn't have known is his approach to education was ideally suited to the needs of today's 21st century Society, not just for five-year-olds, but for all of us, for learners of all ages (RESNICK, 2017).

Creative and critical thinking, problem-solving abilities, and communication skills are some of the skills known as twenty-first-century skills. Binkley et al. (2012) define them as abilities that can be taught so that they contribute to the way learners think, learn, work, and live. According to the Global Partnership for Education report (2020), the twenty-first-century skills, which can also be named “non-cognitive,” “soft,” “whole child development,” “transversal,” “transferable,” “social-emotional” or “success” skills or competencies, have gained considerable attention from the international education discourse. That means that an increasing number of nations worldwide are determined to make efforts so that their education systems focus on developing more than the traditional cognitive skills, such as literacy, numeracy, and sciences, for these are no longer enough to ensure successful employment and sustainable development (including human rights, global citizenship, and appreciation of cultural diversity).

Twenty-first-century skills include creativity and innovation, critical thinking/problem solving/decision making, learning to learn/metacognition, communication, collaboration (teamwork), information literacy, ICT (information and communications technology) literacy, citizenship (local and global), life and career skills, and personal and social responsibility,

which include cultural awareness and competence (BINKLEY et al., 2012). In Boss and Larmer's book on PBL (2018), Bob Lenz, Executive Director of the Buck Institute for Education (BIE)<sup>2</sup>, uses the foreword to draw attention to the importance of success skills, such as collaboration, communication (oral, written, and visual), critical thinking and problem solving, project management and self-management, creativity and innovation, and a sense of empowerment to deal with the changes in the world. Lenz claims that PBL is an instruction method that can highly contribute to the development of such skills and that when done well, PBL becomes a tool that students can make use of in order to learn not only the academic content but also success skills that will be required from them to deal the current challenges of the world they live in.

Besides providing excellent outcomes in traditional scoring tests (BELL, 2010; WURDINGER, 2016), PBL develops other skills that, as argued earlier, are essential for today's complex world demands once learners must come up with solutions to real-life problems and engage in deep inquiry. Wurdinger (2016) broadens this concept and calls these abilities "life skills", which he defines as "a combination of cognitive and behavioral abilities [...] that require students to think, analyze, and execute" (p. 40). In that list, he includes problem-solving, responsibility, work ethic, critical thinking, self-direction, communication, creativity, collaboration, perseverance, and time management. According to the author, PBL provides such growth because learners plan and then experience building and testing the solutions proposed, consequently developing strong problem-solving skills and "[...] the reason for this is because in-depth projects require solving multiple problems that crop up during the process of completing a project" (WURDINGER, 2016, p. 25). As informed by the Global Partnership for Education Report (2020), Wurdinger (2016) also calls attention to the fact that employers look for people with the life skills mentioned and that even though these abilities are essential in today's work world, they are complicated to meet. The author attributes the reason for that to the fact that these skills are simply not taught at school for two main reasons: (1) schools prioritize lecturing models that lead to successful testing scores (memorization processes), and (2) teaching life skills requires a significant amount of time and "in the current education system, students are not allowed the time or freedom to work on solving challenging problems, managing their time, or learning from their mistakes" (p. 41). Students can learn life skills when they face situations in which they can practice them repeatedly. Situations in which they have to manage time, negotiate, collaborate with one another, present their ideas and listen to their peers, and solve the problems that come on their way. These skills cannot be taught in a lecture; they must be lived, they must be experienced, and in-depth projects provide that (WURDINGER, 2016). On that matter, Ross Cooper and Erin Murphy (2016) call attention to

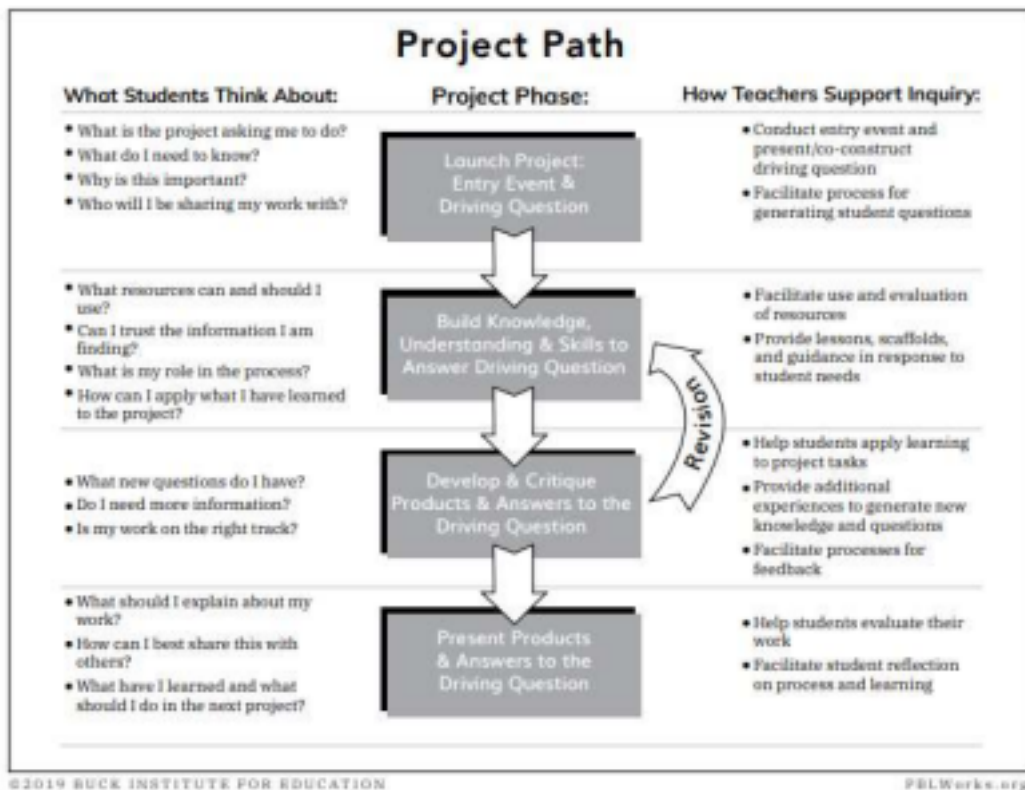
the fact that teachers, in general, complain about students' lack of ability to work in groups and that collaborative skills, for instance, not only can but must be taught. Collaborative work skills are usually taken for granted by teachers who assume students should manage that well; however, the authors claim that "If we expect students to collaborate, we must teach them how" (COOPER, MURPHY, 2016, p. 31). These are skills that are not only taught in a PBL context but also practiced exhaustively once group work and social interaction are part of the students' routine. When referring to the characteristics of this instructional method, Torres and Rodríguez (2017) point out that besides encouraging learners to find solutions to problems and issues that are part of their interest, PBL also generates collaboration as students help and learn from each other "[...]. PBL implies learning by doing through which students act as problem solvers and have to develop collaborative skills to tackle challenges and conduct research" (BELL, 2010; BLUMENFELD et al., 2011 apud TORRES, RODRÍGUEZ, 2017, p. 59).

When searching for a PBL model, one might find different proposals, for the way it is carried out may vary according to the education context (number of students in class, students' age, material available, teacher expertise) and cultural aspects. Ford and Kluge (2015) claim that it is even difficult to define PBL once "there is great variety in the kinds of projects included in PBL that contain different characteristics (Thomas, 2000), and PBL seems to continually expand to incorporate new characteristics" (p. 113). However, some essential components and steps must be noted in order to characterize a project-based class. The presence of a challenging problem or question, sustained inquiry, authenticity, student voice and choice, reflection, critique and revision, and a public product are core elements that "set the stage for project success whether you use PBL all the time or only occasionally during the school year" (BOSS, LARMER, 2018, p. 3).

The BIE (2019) proposes a Project Path design (fig.1) that may provide a more precise understanding of how a project is developed in class and how the life skills discussed previously are a constant presence: (1) launch a project: in order for a project to start, an entry event must be noted, which calls out students' interest to a particular theme or topic that leads to the conception of a driving question demonstrating what students want to solve or answer, (2) build knowledge, understanding, and skills to answer the driving question: through research in different sources and teacher mediation, students develop understanding and all necessary skills to answer the driving question. At this stage, as suggested in figure 1, students must analyze the validity of the information found, their role in the process, and the resources that should be chosen; (3) develop and critique, development of the product/answers to the question: as the research points to possible answers, students must revisit the original question and be open to

new questions that might arise in the process. At this stage, the work must be reviewed so that the necessary changes and adjustments in the product/answer are made; (4) present the product and answers to the driving question: the time has come to present the findings to a real audience that preferably goes beyond students' own class. Questions such as "how can I best share this with others?", "what have I learned?", "what could be improved in the way I worked?" should be present in the students' process at this final stage of the project.

Figure 1: PROJECT PATH



SOURCE: BIE (2019) <https://www.pblworks.org/>

As depicted in this section, although PBL is continuously evolving and expanding as a teaching approach, some key elements and steps are essential in a project-based class. The following section will discuss how PBL has been used in second language teaching contexts, its advantages and perceived challenges.

## 2.2 PBL - PROJECT-BASED LANGUAGE LEARNING

Research on PBL applied to second language learning contexts can be considered recent and still underexplored in the field of applied linguistics. Beckett and Slater (2020) report that the first dissertation-level study was Eyring's (1989) and the second was Beckett's (1999) and that from that period on, research, as well as professional work in the area, have been increasing. Consonant to the findings concerning other content areas, PBL has also been seen as an effective approach to L2 teaching (ALLAN; STOLLER, 2005; BECKETT; SLATTER, 2020; FRIED-BOOTH, 2002; KRAJCIK; BLUMENFELD, 2006;). Beckett and Slatter (2020) clarify that project-based teaching was first used in second language instruction as a way to fill in the gaps noticed in Krashen's input hypothesis (1989), which attributed learners' language acquisition to two main aspects: extensive exposure and adequate input. According to Sauro (2008), PBL has been making its way into the field for the last three to four decades, initially as a means of promoting student-centered teaching, and more recently being "embraced as an approach to content-based instruction, project-oriented computer-assisted language learning, community-based language socialization, and the fostering of higher-level and critical thinking skills" (SAURO, 2008, p.412). The growing number of studies in the field indicates that PBL enables not only the learning of a second language but, as mentioned in the previous section, also allows for academic discourse socialization, decision-making, critical thinking, and collaborative work skills by engaging learners with subject matter content while they use language as a means to access other contents (BECKETT; SLATTER, 2020). On that matter, Becket et al (2020) state that "In line with PBL in general education, PBL should also be a foundation of alternative thoughts for second language studies and second language education" (BECKET; SLATER; MOHAN, 2020, p. 4).

In the language learning context, Alan and Stoller (2005) state that projects can differ in how they are conducted depending on the different settings; however, although PBL may be a challenging approach for students and teachers, the advantages prevail over the disadvantages. The authors claim that a combination of teacher guidance and constant feedback, learner engagement, and carefully designed tasks are mandatory elements for projects that aim to maximize language and content learning. This combination will often result in authenticity of experience, improved language and content knowledge, increased metacognitive awareness, enhanced critical thinking and decision-making abilities, intensity of motivation and engagement, improved social skills, and familiarity with target language resources.

To picture how that could be done, consider, for a while, a class of five-year-old students who take part in an extracurricular bilingual<sup>4</sup> program, their L1 being Portuguese and L2 English. These kids were highly interested in different dancing styles. Their teacher would often find them dancing and trying new rhythms whenever they had some free time. During circle time<sup>5</sup>, while talking about their likes and dislikes, the topic “dancing” came up. Several questions popped out, such as: Can boys and girls dance the same kinds of dance? Can all people in the world dance the samba? Is there dance in Alaska? What is hip hop? After attentively observing students’ interest, the teacher proposed an investigation about the topic, and kids started collecting information from different sources, such as guests they received in their class, videos they watched, folk stories they were told, and image books they read. After weeks of data collecting, the group decided they wanted to put out a dance show at the school theater and then a driving question was set: “How can we organize a dance show in our school?”. Then, other data were needed: Who will we invite? Will they fit in the school theater? What does an invitation look like? What outfits will we wear? What kind of rhythms will we dance to? Students then started working on all the steps they needed in order to accomplish what they intended to. They designed invitations, went on a field trip to shop for outfit fabric and sewed them afterward, counted the available seats at the school theater, and then decided how many people could be invited for their performance, among other tasks. That is an example of a project that took place in an L2 class<sup>6</sup> with young learners motivated and involved in the research they were doing. In an interview for a website on education called Porvir<sup>7</sup>, Resnick explains that he uses kindergarten practices as inspiration for his teaching practice: “I always look for inspiration in the way that teaching is conducted in kindergarten. Children are constantly creating in collaboration, and in the process, they learn important things. Unfortunately, the rest of school life is not like that” (RESNICK, 2014). The author claims to

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<sup>4</sup> In the present study, the term “bilingual” is based on the concept of “bilingual persons”, which, according to Field (2011) refers to people who can speak two languages (or multilingual, more than two languages). Therefore, the term “bilingual students” refers to students who are learning a second language, regardless of the age at which that is happening, and “bilingual program” refers to an extracurricular educational program that is conducted in L2 – English and addresses varied content knowledge areas.

<sup>5</sup> Circle time is a usual welcoming moment present in Early Years education classes, in which kids sit in a circle with their teachers, talk about how they feel, about what they expect from the morning or afternoon, and plan for the activities that will be developed. It is also a moment that teachers use to get to know the children’s interests and introduce discussions and perform simple activities which will lead kids in for the tasks that should be developed or themes that should be explored in the sequence.

<sup>6</sup> The Project described took place at a private school in the city of Itajaí, Sata Catarina, Brazil. The classes mentioned are part of the English Club bilingual program which is an extracurricular program that happens every day and has the duration of three hours a day. It was carried out by teacher Penélope Junkes under my coordination.

<sup>7</sup> Porvir – inovações em educação, 27 abr. 2014. Entrevista a Patricia Gomes. Disponível em: <http://porvir.org/a-universidade-deveria-ser-como-jardim-de-infancia/>

set similar environment in the room occupied by his master's and doctoral students, which is filled with building blocks, modeling clay, colored pencils, and state-of-the-art computers.

According to Meira and Pinheiro (2012), some of the innovation difficulties faced by schools might be due to too much concern with teaching methods and little emphasis on the learning scenarios, in addition to a curriculum structured in the form of content lists and teacher centered practices. Other aspects pointed out by the authors are the lack of spaces for playfulness, curiosity, and collaboration, which thus “produce a scenario less than conducive to the emergence of the new” (MEIRA, PINHEIRO, 2012, p. 42). Having students motivated and engaged in the learning process is undoubtedly one of the most pursued aspects by teachers. Farouck (2016) calls attention to the role of motivation in second language learning as being the “key to success”. It is not difficult to understand why students are frequently motivated when it comes to PBL once it is a student-centered approach to teaching in which language and content are integrated, focusing on themes and content rather than on language itself. Supé and Kaupuzs (2017) state that “in this approach rather than ‘learning to use English’, students ‘use English to learn it’”, referring to Larsen-Freeman (1986). Learning a language makes sense to students once it is comprehended as a social practice which impacts its users and is, at the same time, impacted by them. Through student-centered approaches, such as PBL, learning is seen as a way to act and promote changes in the world (JORDÃO, 2014). Regarding the abilities present in a project class context, Resnick (2017) claims that they (projects) allow learners to develop skills that will make a difference in the long run of one’s life once creative thinking contributes to later professional and personal growth. Du and Han (2016), when defining PBL in the second language teaching context, argue that it involves not only the target language but also many other skills: “Project work encourages creativity, critical thinking, collaboration, self-study, and other study skills” (DU; HAN, 2016, p. 1080).

In recent research carried out in Chile about the use of PBL, Yacomán and Díaz (2019) noticed that students’ response to the approach was very positive regarding the motivation factor, despite the fact that they were not used to this way of teaching: “From day one, the students showed how interested they were in the product they were going to create and, in the topic, as well” (p. 9). A similar response was perceived in Colombia by Torres and Rodríguez when, in spite of the low linguistic resources students had, they felt provoked to produce orally in the L2 when exposed to the inquiries brought by PBL: “The projects motivated students to actually use L2 orally despite grammar mistakes and limitations because they were interested in their partners’ life experiences” (2017, p. 68). Research topics that are interesting and connected to learners’ reality have demonstrated to maintain their engagement in the language

learning process once the contexts provided are closer to students' background and seem more connected to real-life situations.

Collaborative work is a predominant aspect of PBL, and it plays an important role when it comes not only to motivation but to language production. Swain, Brooks, and Tocalli-Beller (2002) conducted a study on the contributions of peer-peer dialogues in language learning when developing reading, writing, listening, and speaking tasks. The authors review Storch (2001), who claims that the more able member, by offering the novice with the proper level of assistance, widens the novice beyond their existing level towards their potential level of development, which sees eye to eye with Vygotsky's concept of Zone of Proximal Development (ZPD), (2005) with learning preceding development. Moreover, it is essential to keep in mind that scaffolding not only takes place between teacher and student but also between a more capable peer and a less capable one (SWAIN; WATANABE, 2003). Thus, collaborative dialogues in different tasks in which peers work together can contribute to L2 learning.

Although several studies have demonstrated the advantages brought by PBL to the learning process, Ford and Kluge (2015) present a study highlighting positive and negative outcomes related to project work in language learning contexts. As benefits, the authors call attention to the fact that PBL provides rich opportunities for comprehensible input and output and expands critical thinking, problem-solving, and higher-order thinking skills. As far as the challenges are concerned, the most relevant aspect presented by the authors refers to the fact that students report feeling like they do not have enough communicative competence in the L2 to carry out some of the complex tasks proposed by PBL. On that matter, the authors state that "feeling overwhelmed and unable to complete tasks may lead to other effects such as lower student motivation, engagement, and independence, which are directly counter to the primary goals and justification for utilizing PBL in the first place" (FORD; KLUGE 2015, p. 120). Carpenter and Matsugo (2020), however, question Ford and Kluge's analysis (2015) by arguing that once the aim is developing bilingual students, appealing to one's L1 is not an issue because turning them into English monolinguals is not a goal, consequently "as such, the use of the first and second language together may in fact accurately represent authentic language use" (CARPENTER; MATSUGO, 2020, p. 49).

The following section will briefly discuss how L2 oral production takes place and, more deeply, how it is addressed in language classes with PBL as a teaching approach. Hypotheses, like the implementation of more guided and systematized models, such as the PPP sequencing, in order to enhance the use of L2 during oral production moments, will be discussed.



### 2.3 PROJECT-BASED LEARNING AND ORAL PRODUCTION

Beckett et al. (2020) state that different researchers, such as Fried-Booth (1986) and Candlin, Carter, Legutke, Semuda, and Hanson (1988), agree that second language learners can develop their communicative skills through projects. However, when it comes to oral communication skills, specifically oral production development in L2, some studies question the effectiveness of the PBL approach (FORD; KLUGE, 2015; HUMALDA; ZWAAL, 2016; YACOMAN; DIAZ, 2019; ZHOU, 2018;). One of the issues that must be considered in this scenario is the use of L2 in the PBL classroom once students are often more interested in finding answers and solutions to the authentic problems presented rather than focusing on using the L2 to communicate. On that matter, Yacoman and Diaz (2019) point out that “students do not speak English when developing a project under a PBL approach [...] It has been observed that students use their L1 [...] because it is probably easier for them” (p. 3). Humalda and Zwaal (2016) report a piece of research carried out by Huang (2005) in which Chinese students who were taught English through the PBL approach often reported feeling insecure about their level of accuracy and about being able to account for what they had learned. The authors emphasize that collaborative learning involves finding the right words to express one’s thoughts, sharing the knowledge one already has, creating theories, and defending a point of view, which demand a significant amount of language knowledge and control.

The process of acquiring dialogic knowledge presupposes a rich interaction and high language skills among participants. Furthermore, it also presupposes a desire for more democratic relationships and shared control when it comes to the procedures to be followed (BARRETT, 2011 in HUMALDA & ZWAAL, 2016, p. 208)

As mentioned earlier in this literature review, Torres and Rodríguez (2017) shared a study they conducted with ninth-grade Colombian students using PBL in an English as a foreign language class. The authors proposed project work and evaluated students’ oral performance, more specifically students’ use of L2, and their main findings were: (1) PBL encouraged students to increase oral production through vocabulary development, (2) PBL practices helped them to overcome fears of speaking in the L2, and (3), PBL increased their interest in learning about their school life and community. However, as pointed out by the researchers and as observed in the class transcriptions, although students were seeking linguistic solutions to complete the task they had been assigned (create an interview that would be part of the project), most of the discussions between peers were carried out in their L1 (Spanish) when negotiating for meaning, as can be read in the transcription below:

Karen: How do you ask si tiene mascotas? (if you have any pets?)

Tatiana: No sé, sólo sé que mascotas es pet. (I don't know; I only know that mascotas are pets)

Karen: Entonces debe ser como "you have pet?" (Then, you might ask something like "you have pet?")

Tatiana: Pues sí. (I think so)

Karen: La última pregunta podría ser sobre el tiempo libre. (We could ask a last question about free time activities). "What you..." How do you say hacer?

Tatiana: (The student looked up the word in the dictionary) Mire la palabra "hacer" es make. (Look, the meaning of "hacer" is "make.")

Karen: Sería "What you make..." ¿Qué seguiría? (Then it would be "What you make... What is the next word?")

Tatiana: Tiempo libre es free time.

Karen: Ah ya sé, (Wait, I know) "What you make free time?"

(TORRES, RODRÍGUEZ, 2017, p.65)

The authors understand that both learners used L1 to communicate most of the time but that despite that, "they progressively learned the foreign language in their urgent need for vocabulary and sentence formation due to the fact that there was a communicative purpose to be accomplished" (TORRES; RAMIREZ, 2017, p. 65). It is possible to observe the use of L1 and L2 in different passages of the study transcriptions which the researchers claim to be beneficial in the sense of reducing students' anxiety and fears of communication in the L2: "One reason why these participants had the tendency to code-switch<sup>8</sup> was to reduce their feelings of frustration in regard to issues of facilitation and compensation in oral production, a phenomenon that took place during the whole pedagogical intervention" (p. 67).

Though we may not realize it, speech production requires a number of processes before a thought is verbally realized. LEVELT et al. (1999) describe this process in the study entitled "A theory of lexical access in speech production", in which the authors demonstrate that although the verbalization of a word or sentence is a fast and accurate process in one's L1 (two or three words per second), the cognitive course involved is a really complex one. It demands a conceptual preparation (the generation of a message which is not verbal yet), lexical selection, morphological and phonological encoding (according to the language that will be spoken), phonetic encoding (transforming the preverbal message into an articulatory plan), followed by the articulation of the word. If on the one hand, project-based learning develops abilities that

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<sup>8</sup> Code-switching is the process of shifting from one linguistic code (a language or dialect) to another, depending on the social context or conversational setting ; <https://www.britannica.com/topic/code-switching>

are valued and important such as autonomy, problem-solving, and creative thinking skills (ALAN; STOLLER, 2005; BECKETT et al., 2020; FORD; KLUGE, 2015; SOURA, 2007; WURDINGER, 2016), on the other hand, these abilities call for a high proficiency level in the target language, as argued by Humalda and Zwaal (2016). Although their study was carried out with a small sample of twelve students in the Netherlands, the authors call attention to the fact that when the group had to perform the oral tasks in English (L2), they would read a lot from their notes and not interact with the same quality (asking critical and verification questions, disagreeing, and expressing arguments) as they did while performing the activities in Dutch (L1). The author explain that “all these skills relate directly to the language skills students have in the language they use – justifying attention to the role of language in collaborative learning” (HUMALDA; ZWAAL, 2016, p. 208). Ford and Kluge (2005) point out to positive and negative outcomes of two project works carried out with second language learners. The adverse outcomes observed are related to the tendency students have to use the L1 and the lack of students’ preparation, which results in little initiative and consequent waste of time. The authors also perceived that although teachers and students noticed some language improvement, it was difficult to evaluate it. The authors come to terms with this finding by arguing that perhaps language learning should not be the primary goal at that point: “Perhaps this is not a primary purpose of the project, and language improvement should be thought of as a by-product, and not as a direct result” (FORD; KLUGE, 2005, p. 146).

The class observations I have made in the setting where this research was carried out have led me to suspect that the difficulty some students face in carrying out interactions in the target language might be due to the lack of structured practices and activities that better prepare them for moments of oral production. Indeed, in a study conducted with learners of French in an immersion context, Swain and Lapkin (1995) demonstrate that the input received by students who were exposed to the target language for long hours was not enough to assure oral production skills. The authors, then, call attention to: “The output hypothesis [...] is that even without implicit or explicit feedback [...] learners may still, on occasion, notice a gap in their own knowledge when they encounter a problem in trying to produce the L2” (1995, p. 373).

Regarding the use of the target language in ESL classes, the translanguaging theory informed by a study conducted by Velasco and Garcia (2014) found that the controlled use of deliberate L1 led to an increase in L2 writing performance. If on the one hand Carpenter and Matsugo (2020) see PBL as a translanguaging space by nature, which allows individuals to use language codes and take part in social spaces that were separate spaces before; on the other hand, the authors do not minimize the problem that the intense use of such strategies by students

might bring in the long term and, therefore, recognize the critical role that language-skill building courses have in SLA: “PBL is often at its most effective when it is incorporated into such courses” (CARPENTER; MATSUGO, 2020, p. 66), a concern that seems to be present among this study participating teachers as well. For Torres and Rodríguez, the use of students’ native language played an important role in terms of working as a reinforcement for students to confirm they were using the proper language in English (L2). Moreover, the authors call attention to the fact that the Colombian students had a very low level of English proficiency and, therefore, could not express themselves exclusively in the L2: “[...] participants never stopped speaking Spanish, their native language, during the completion of the projects, precisely because this was the first time they were working with projects, and sometimes they found it difficult to express orally their thoughts and ideas” (TORRES, RODRÍGUEZ, 2017, p. 69).

If, on the one hand, it is essential to value learners’ L1 and comprehend it as a core trait of one’s identity (GARCIA; WEI, 2014), on the other hand, Swain makes it clear why it is relevant to encourage and promote opportunities for oral production in a language class. As far as oral production in the L2 is concerned, Burns (2019) points out the challenges involved in the process of learning to speak in another language, considering it is a complex ability that uses varied processes simultaneously: cognitive, sociocultural, and physical. Awareness of these challenges can help teachers reflect upon the importance of strategic planning for moments of oral production in the L2 class. Regardless of the difficulty it may represent to a student’s learning process and a teacher’s teaching, however, the author understands that it is a very important aspect of the language that should be systematically addressed in class:

The teaching and learning of speaking are a vital part of any language education classroom; not only does the spoken language offer ‘affordances’ for learning as the main communicative medium of the classroom, but it is also an important component of syllabus content and learning outcomes (BURNS, 2019, p. 1).

Burns (2019) understands that just like reading, writing, or listening, speaking should be systematically taught. For that, she proposes a speaking-teaching cycle organized into seven stages: (1) focus learners’ attention on speaking, (2) provide input, (3) conduct speaking tasks, (4) focus on language/skills/strategies, (5) repeat speaking tasks, (6) direct learner’s reflections on learning, and (7) facilitate feedback on learning. The steps described above keep little resemblance with what an authentic PBL class looks like, but they might tell us something about the importance of having clear and systematic stages during speaking activities.

PBL models of work developed so far generally describe steps with minor variations based on a core sequence that involves topic selection, planning, researching, and product

making/problem-solving. Booth (1986) explains that PBL usually happens following three main stages: beginning in the classroom, moving out into the world, and returning to the classroom. However, regarding L2 teaching, Alan and Stoller (2005) suggest a more systematized sequence composed of a ten-step process:

Step 1: Students and instructor agree on a theme for the project.

Step 2: Students and instructor determine the final outcome.

Step 3: Students and instructor structure the project.

Step 4: Instructor prepares students for the language demands of information gathering. Step 5: Students gather information.

Step 6: Instructor prepares students for the language demands of compiling and analyzing data. Step 7: Students compile and analyze information.

Step 8: Instructor prepares students for the language demands of the culminating activity. Step 9: Students present the final product.

Step 10: Students evaluate the project.

The authors reflect that projects designed to maximize the learning of content, language, and real-life skills through the steps described above end with excellent results reported, such as the authenticity of experience, improved language and content knowledge, increased metacognitive awareness, enhanced critical thinking, motivation, engagement, and improved social skills (ALAN; STOLLER, 2005).

By analyzing the steps above, it is possible to notice that the instructor (language teacher) plays an active role in the process, mediating the steps and aiding learners to decide on a theme, structure the project, and anticipate language demands (Steps 4, 6, and 8). This way, students might receive the necessary input concerning language, and the collaborative activities

might have better outcomes regarding L2 use. In a lecture<sup>9</sup> presented at the Korean TESOL (2012), Stoller explains that depending on the type of information gathering (Step 4), a different kind of preparation should be done with students. In case they will be conducting interviews to collect information, the teacher should use this moment to teach them about question formation, question intonation, pronunciation, note-taking strategies, and language openings and closings. If students will be gathering information from written material, then the instructor would go around teaching good reading strategies, such as: establishing a purpose for reading, making and checking predictions, skimming for main ideas, scanning for details, jotting down notes, reading between the lines, reviewing key vocabulary, and filling in an outline. If the source of information will be a YouTube video, for example, then students' preparation would involve establishing a purpose for listening, posing questions, reviewing keywords, listening for the gist or specific details, and notetaking strategies, among others. The author claims that after students have gathered the information, teachers have the opportunity to, once again, teach them how to process it (Step 6 described above), which she describes as a cyclical process wherein the teacher guides students by teaching the language they need in order to work with their partners and to make decisions. Among the skills considered essential to be taught in this stage are reconsidering purpose, reviewing notes, differing relevant and irrelevant information, paraphrasing, and reviewing vocabulary and grammar. The author then points out that the preparation for the outcome (Step 8 - which will count on the teacher's instructions again) will vary according to the type of presentation/product, once a poster will require different skills from an oral presentation, or a theater play, for instance. Some of the abilities that should be addressed as a preparation for the presentation are reviewing key grammatical structures, formatting sentences and references, discussing manners of presentation, revising intonation and pronunciation, and editing. Finally, the author proposes an evaluation moment (Step 10) which she claims to be a great opportunity for accountability, when students should be encouraged to answer questions about the whole process: What do we know now that we did not know before (grammar, vocabulary, pronunciation, content, strategies)? Where did we start? Where did we end? What did we like? What did we not like? What could we change for the next time?

In a study carried out with a group of bilingual teachers in Spain who were invited to

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<sup>9</sup> <https://www.youtube.com/watch?v=VV1zo3iKy74>

design a PBL unit for students who were learning English as L2, Kuo et al. (2020) describe that one of the questions pointed out by teachers was how they could combine the discipline specific language practice with content practice and the language needed to interact with the other learners. The authors understand that PBL has a lot to offer students, as discussed earlier and that “[...] opportunities to develop language and content simultaneously are often overlooked” (KUO et al, 2020, p. 244).

As described above, Stoller (2012) defines steps that require an active role of the instructor/teacher (students’ preparation and input), an outcome moment, as well as a feedback stage. Nevertheless, how exactly that input, or language preparation happens is not fully clear, and that invites us to question if, by being exposed to systematized strategies to deal with speaking tasks in these preparation moments, learners might have their use of L2 enhanced.

As abovementioned, Carpenter and Matsugu (2020) question the pursuit of exclusive L2 use in a language class as the teacher’s target language-only demand from learners who are, in fact, multilingual and, as so, transit authentically between two or more languages. Nevertheless, the authors recognize the importance of L2 practice and development and suggest that PBL, when aligned with language skill-building practices that emphasize explicit learning, is more effective. Though it may seem counterintuitive to attempt to couple PBL and traditional approaches to language learning - explicit teaching - in the following subsection, I discuss a widely known traditional technique - Presentation, Practice, Production (PPP) - as a possible way to introduce more systematic L2 practice in the PBL classroom.

### **2.3.1 PPP and its role in L2 learning and teaching.**

One of the most popular sequences in language teaching is known as PPP - Presentation, Practice, and Production, and is first dated in the mid-20<sup>th</sup> century, when adopted by the Structural Methods – the North American Audiolingual Method, the British Situational Language Teaching Method and the French Audiovisual Method (CRIADO, 2013). According to Maftoon and Sarem (2012), before the 1990s, PPP was considered the most common modern methodology applied by schools worldwide. Concerning the principles that support the sequence, the author explains that it favors accuracy over fluency and that “it follows the premise that knowledge becomes skill through successive practice and that language is learned in small chunks leading to the whole” (MAFTOON; SAREM, 2012, p. 31).

In the classic text entitled *Teaching Oral English* (1979), Donn Byrne presents and details

each of the three stages (PPP) that he considers fundamental to developing communication skills. The PPP sequencing is organized into three stages: the Presentation stage, in which the instructor presents the target language selected for the class, the Practice Stage, in which students practice the language presented in a controlled way with the teacher's support through substitution and transformation drillings, matching or completing sentences, asking and answering questions, using visual aids such as pictures to make sentences, using written texts to have further comprehension questions and discussions, and finally the Production stage. According to the author, that final stage (Production) requires an intentional transition phase that goes from intensive teacher support and mediation (Practice stage) to students' autonomous work: "An important feature of the production stage is that students should work increasingly on their own, talking to one another directly and not through the medium of the teacher" (1979, p. 59). Paired-practices, micro dialogues aided by images, sample exchanges, directed role plays, and language games are some examples of activities that can be developed in the transition stage between Practice and Production. For the Production stage, when students should use the language by themselves, Byrne suggests group work and the use of pictures, for example, to contextualizing the situation, which should be interpreted, described and discussed by the learners. Besides that, freer role plays with dramatizations, language games and songs can also be used to provide autonomous communicative tasks.

From 1990 on, PPP has been a target of criticism from researchers in the Second Language Acquisition (SLA) field. Criado (2013) argues that this disapproval was due to being too rigid, pursuing students' automatic responses, lacking real-life communication situations, and counting on teacher's overcontrol. Maftoon and Sarem (2012) review what scholars have critically written about PPP and call attention to some aspects:

It is seen to be time-consuming (Ellis 1988), under tight control from the teacher and therefore rigid (Willis, 1990, p. 151), inflexible and lacking the ability to adapt to the ever-changing classroom situation (Scrivener, 1996, p.80), and of no use to students' learning processes (Lewis, 1993, p.151). Willis stresses that it is conformity, not communication, being practiced. Also, he explains that teaching grammar as discrete items, with fixed rules will serve only to confuse students once they encounter more complex grammar which will not fit the prototype they have been shown (Willis, 1990, p. 4). Skehan (1996) points out that such a sequence does not reflect principles of second language acquisition (MAFTOON; SAREM, 2012, p. 33).

As pointed out by Criado (2013), despite the aspects listed above, hundreds of thousands of students have learned languages through the PPP sequencing present in textbooks and spread in teacher training sections. Therefore, looking into the positive criticism it has received throughout the years is worthwhile. The author calls attention to the fact that the first stage of



PPP (P1) is beneficial to the process of noticing the gap— mentioned earlier in this text in Swain’s output hypothesis –which plays a vital role once it allows students to notice existent gaps in their L2 knowledge, reformulate and test language, develop automaticity and discourse skills, develop grammatical knowledge, and generate better quality input. Moreover, PPP is also seen as a technique that prepares learners to react and, therefore, generates an environment where the learner feels more confident. Another interesting aspect concerning PPP is that in recent years a softened version of the sequencing has been developed and applied in L2 classes: “The initial PPP pattern has changed and adapted to a more communicative format” (CRIADO, 2013, p. 108). In this remodeled pattern, vocabulary and even longer linguistic stretches of discourse are present. Meaning-focused activities and a reduction of rigid and repetitive patterns, for instance, are now inserted in the recent PPP sequencing.

The idea of introducing PPP techniques in the PBL language class sees eye to eye with Carpenter and Matsugu (2020), when they suggest, as mentioned earlier in this text, that language-skill-building practices associated with PBL may make it even more effective in terms of L2 development. As pointed out by Maftoon and Sarem (2012), “Regardless of the method used [the PPP] can be utilized as a helpful technique with beginning learners and in teaching pronunciation. In terms of explaining grammar, this technique is clear-cut and condensed, through which the main points can be taught easily” (p. 247). Taking that into account and the problem presented in this piece of research, a softened version of PPP may be a valuable strategy to introduce systematized practices of oral production activities, which students and teachers can benefit from in order to enhance students’ use of L2.

This study's previous sections have looked into how students learn and how they can benefit from the PBL approach. However, when looking into learning, teachers cannot be left out of the equation once they play a crucial role in this process. The following section will discuss how a teacher is tailored, his/her role in the PBL class, and his/her contributions to research in the field.

## 2.4 PROJECT-BASED LEARNING AND THE LANGUAGE TEACHER ROLE

In the previous sections of this review, a lot has been said about how learners can benefit from PBL classes. Project work promotes several opportunities for the intensive practice of collaborative work, creative and critical thinking, decision-making, problem-solving, and other

life skills, as described by Alan and Stoller (2005), Beckett, Slater and Mohan (2020), Bell (2010), Kokotsaki, Menzies and Wiggins (2016), Krajcik and Blumenfeld (2006) and Wurdinger (2016), and the question that is still untouched is the role of teachers in the process of learning and teaching through project work.

When considering the importance of the language teacher's role, Ellis (2010) describes four different roles in the SLA field: (1) SLA researchers, (2) classroom researchers, who conduct their research in actual classrooms, (3) teachers educators - who can adopt several different roles such as transmitters of information about SLA, mentors, awareness-raisers, encouraging teachers to examine their own teaching practice in a reflective model of education, and, finally, (4) teachers - who are no longer seen as technicians implementing methods prescribed by SLA researchers but as individuals with their own sets of beliefs about teaching, formed in large part by their prior experiences of classrooms as learners and as trainee teachers, and with their own theories of action that guide the decisions they make as they teach. On that matter, almost ten years before Ellis (2010), Richards and Rogers (2001) questioned the critical skills credited to language teachers when they were expected to simply apply what SLA researchers' theory told them was effective teaching without questioning it or making the changes they considered relevant, claiming that "good teaching was regarded as correct use of the method and its prescribed principles and techniques" (p. 247). According to the authors, a student-centered method must consider learners' individuality and, therefore, leave room for the teacher's personal initiative and teaching style.

As far as the choices made about the activities and steps of a lesson are concerned, many are the aspects that contribute to a teacher's practice. Johnson (1999) refers to Freiman-Nemser and Buchmann (1985) to explain that teachers' experiential knowledge, which is the accumulation of their real-life experiences, is turned into elements that might be useful for their teaching practice. Their personal history, and especially the models and perceptions they had as students, were conceptualized as "apprenticeship of observation" by Lortie (1975), who described it as the memories from these teachers' experience as learners, which include the teaching strategies which they felt comfortable with and appeared to be effective for their own learning process. Therefore, one's own memories of the teaching process that are perceived as successful and pleasant are part of the teacher's history and, consequently, hold considerable importance in one's own teaching practice. The same can be said about experiences that have not been as pleasant and are equally important in tailoring what a teacher does not want to include in his/her teaching practices.

The author calls attention to the fact that, differently from other professions, a teaching

style is built upon years of observations throughout one's academic life, for everyone has been a student, has enjoyed or disliked certain classes, has admired or looked down at certain teachers, and has, over the years, made assumptions about what did and did not work in terms of their own learning process. Therefore, teaching does not start from ground zero; thus, part of becoming a teacher is about bringing all this previous knowledge and experience from successful and inconsistent episodes into a classroom, not as a learner anymore but as a mentor. It is important to point out, however, that this is part of what being a teacher is about, once theoretical and academic development, peer contributions, and experiences that happen throughout one's professional journey are other constitutive aspects of a teacher.

Regarding PBL, research has shed some light on ways for teachers to support and maximize the approach potential (ALAN; STOLLER, 2005; FLEMING, 2000; KOKOTSAKI et al. 1, 2016;). Fleming (2000), for example, includes planning a series of teaching and learning activities, including direct instruction, investigating resources that are important to the project, helping students define problems or questions, planning ways to accomplish objectives, modeling, providing feedback, offering scaffolding (tools, forms, guidelines), keeping flexible working environments so that everyone is working, though not necessarily on the same thing, challenging student thinking, keeping the process moving by managing group dynamics and observing and making necessary adjustments to the level of difficulty in the assignments. Kokotsaki et al (2016) review Mergendoller and Thomas' (2005) study, which was carried out with 12 PBL expert teachers, whose interviews allowed the compilation of the following techniques (which should assure some success in the PBL class): (1) Time management: flexibility, planning the use of time, (2) Getting Started: orienting students on how to get started presenting what is expected from them and encouraging thoughtful work, (3) Establishing a culture that stresses student self-management: making students realize that they are responsible for making many of the decisions throughout the work, (4) Managing student groups: promoting participation, organizing group patterns, tracking group's progress through evidence, (5) Involving other players: such as other teachers, experts, community members, (6) Making proper use of technological resources, such as encouraging students to make informed choices in exploring relevant web sites and apps, and finally (7) Assessing students and evaluating projects by using a variety of instruments to assess individual and group work promoting reflections about what could be done differently or improved (KOKOTSAKI et al, 2016, p.7).

Although the PBL approach to teaching is a student-centered instructional method, teachers play an essential role in class, and, as Krajcik and Blumenfeld (2006) clearly put, many

of the necessary aspects present in a PBL class, such as collaborative work, sustained inquiry, the use of technology, among others, do not happen spontaneously and need to be encouraged and guided by teachers: “Teachers need to help students develop skills in collaborating, including turn-taking, listening, and respect for other’s opinion” (KRAJCIK, BLUMENFELD, 2006, p. 325). Balancing student-centeredness and learners’ voice and choice with the best practices of teaching that contribute to promoting that is a challenge PBL brings to educators who choose to make use of this approach. It can be understood that teachers play a crucial role in the PBL language class, making this approach feasible and effective.

As stated in the introductory chapter, this study aims to investigate teachers’ perceptions of students’ L2 use during speaking activities in a PBLL context. Da Silva (2005, p. 2) defines perception as “[...] the entire sequence from initial sensations, which involve registering and coding of various stimuli perceived by the sensory organs, to the full experience of understanding”. Perception is, then, the capacity to elaborate, understand, and interpret the information received. Understanding that the role the teacher plays is essential to knowledge building, the present piece of research is interested in observing students’ L2 use in oral production through the teachers’ lenses and their perceptions of an increase in the use of the L2 (or not) after the introduction of PPP techniques. Having worked with teacher development over the past fifteen years, I have come to believe that participation in research processes and opportunities for critical reflection can contribute not only to teachers’ growth but also to their level of motivation.

The following chapter will describe the method applied in the study and includes 1) the ethics compliance statement, (2) the nature of the method employed, (3) the objectives and research questions, (4) the context and the participants, (5) the instruments used do collect data, (6) the procedures for data collection, and finally (7) information on data analysis.

### 3 METHOD

This chapter reports the method used to investigate teachers' perceptions on the effects that the introduction of guided practices (presentation, practice, production sequence - PPP) might have on oral production moments in ESL classes that make use of the PBL approach and whether teachers perceived that the core aspects of PBL, such as the ones presented by Smith (2018) - significant content, 21<sup>st</sup>-century skills (problem solving, critical thinking, collaboration, communication, and creativity), in-depth inquiry, need to know, learners' voice and choice, critique and revision -, were still preserved in spite of the introduction of more systematized and guided oral production practices.

The next sections describe and explain the method used to collect and analyze data, providing information about the participants, the setting, and the instruments used. It is organized into six sections which will bring information about: (1) the ethics compliance statement, (2) the nature of the method employed, (3) the objectives and research questions, (4) the context and the participants, (5) the instruments used to collect data, (6) the procedures for data collection, and finally (7) information on data analysis.

#### 3.1 ETHICS COMPLIANCE STATEMENT

This study complies with the norms CNS 466/12 and 510/16, which regulate research involving human beings in Brazil. Moreover, this research has been kindly accepted by Altair Antônio Claro, the school principal of Colégio São José, where the study was conducted. This study was submitted to and approved by CEPESHUFSC (Comitê de Ética em Pesquisas com Seres Humanos) on July 05<sup>th</sup>, 2022, under the register 5.509.695. The documents regarding the ethics process are found in appendices A and B.

#### 3.2 CASE STUDIES

While quantitative research collects numerical data and analyzes it through statistics, qualitative research collects textual data and investigates it through interpretive analyses (CROCKER, 2009). According to Hood (2009), qualitative studies have been quite popular in

the field of SLA and Teaching of English to Speakers of Other Languages (TESOL) in the latest years due to the complexity of the questions that need answers which cannot be reached through the traditional quantitative methods. For him, “the qualitative researcher is interested in rich, real and uniquely human material” (p. 67). Dörnyei (2010) describes qualitative research as encompassing studies capable of documenting and analyzing contextual impacts not only on language acquisition and usage but also on the variations present in learner and teacher identities that appear during the learning and teaching process.

Under the qualitative research paradigm, there are different approaches that can be taken, such as narrative inquiry, ethnography, action research, and case study, which is going to be the approach used for the present study.

The case study is a research method in which the researcher chooses to look more deeply into an individual, a group, a program, an institution, a community, or an entity (DÖRNYEI, 2010). More specifically, the instrumental case study, as defined by Stake (1995 in HOOD, 2009) has the goal of using the data collected from the case to enlighten a particular theory, problem, or issue. According to Dörnyei (2010) “the 'instrumental case study' is intended to provide insight into a wider issue while the actual case is of secondary interest; it facilitates our understanding of something else” (p. 152). This is the perspective under which the present research was developed once it intended to look deeply into an extracurricular bilingual program that uses the PBL approach to teach English as a second language to children and teenagers at a private school in the city of Itajaí, in Brazil. By doing so, it aimed at enlightening possible strategies, within the PPP realm, that teachers can make use of in order to enhance the use of the L2 during oral production moments.

### 3.3 OBJECTIVES

The main objective of this study was to investigate whether teachers who use the PBL approach could perceive an increase in learners’ use of L2 (English) during oral production moments, which resulted from specific project related oral tasks, after the implementation of PPP as a teaching technique. A second objective was to investigate teachers’ perceptions concerning the preservation of the key elements of the PBL approach as described by Smith (2018): significant content, 21<sup>st</sup> century skills (problem solving, critical thinking, collaboration, communication, and creativity), in-depth inquiry, need to know, learners’ voice and choice,

critique and revision, after the introduction of such techniques in class. As mentioned in section 2, these are the core principles of the PBL, and it is essential to understand whether teachers will still perceive these elements intact after the implementation of PPP sequencing.

With these objectives in mind and the literature brought in the previous chapter, the following research questions were formulated:

R.Q.1- Can PBL teachers perceive an increase in L2 (English) use by learners during oral production moments after having applied the PPP as a teaching technique in a four-week period (20 hours of class for kindergarten and elementary students and 12 hours for middle school students)?

R.Q.2 – What are these teachers' perceptions concerning the preservation of the core elements of the PBL approach, as described by Smith (2018): significant content, presence of 21<sup>st</sup>-century skills (problem-solving, critical thinking, collaboration, communication, and creativity), presence of in-depth inquiry, room for learners' voice and choice, critique and revision moments, after the introduction of systematized language teaching strategies (PPP techniques) at oral production moments?

The following section will explain how the study was conceived and designed and how it was carried out.

### 3.4 PARTICIPANTS AND CONTEXT

The present study took place at Colégio São José, a private school in the city of Itajaí, Santa Catarina. The choice of this school happened for two main reasons. Firstly, it was the place where the researcher worked and, consequently, access to teachers and students was facilitated. Secondly, this specific bilingual program makes use of the PBL approach. As explained by Hood (2009), in case studies, the researcher is someone interested and present in the setting, who meets and talks with the person or people who are part of the case. This kind of interaction is not only welcome but also needed. According to the author, the researcher's role is an intervening factor, which should not be controlled as in quantitative studies.

The research was conducted in a program called English Club, which Colégio São José offers. The program is extracurricular and, therefore, optional, and welcomes students from kindergarten (3 years old on) up to grade nine. Kindergarten and elementary class groups (grade

1 to grade 5) have classes for a period of three hours from Monday to Friday, and middle school groups (grade 6 to grade 9) have classes three days a week for three hours each as well. At the time of data collection, the program counted with 140 students organized in ten different groups. Ten teachers, eight class monitors (Education undergraduate trainees) and one pedagogical coordinator were part of the English Club direct staff.

As far as the choice of the participants is concerned, the selection considered the “typical sampling”, which is defined as a selection based on the experience of the participants as being relevant to the study proposed, which then may lead to a general comprehension of the results. As explained by Dörnyei (2010, p. 128): “although we cannot generalize from the results because we cannot claim that everybody will have the same experience, we can list the typical or normal features of the experience”. The sampling for the study took into consideration the fact that the participants should have over two years of experience as L2 teachers and at least one year of experience with the PBL approach. The group was comprised of three volunteer teachers who work with children and teenagers (one group of 4- to 5-year-olds, one group of 9- to 10-year-olds, and one group of 12- to 14-year-old-kids). This group of teachers will be addressed as the ‘treatment group’. Throughout the study, they answered a questionnaire, took part in a workshop about PPP, implemented PPP techniques in their class, filled out daily diaries to register their perceptions on students’ use of L2 during oral production activities, and participated in interviews.

In order to comprehend if teachers perceived an enhancement in L2 oral use due to the implementation of PPP techniques or to the simple but undeniable fact that students were exposed to four weeks of class – the more exposed to the language and the more they practice, the more they will produce orally – the study counted on two other teacher participants who did not implement the PPP techniques, and will be addressed to as the “control group”. These participants answered questionnaires and registered their perceptions of L2 oral use over the period of four weeks so that later this data could be compared to the one produced by the treatment group.

### **3.4.1 Treatment Group Participants**

The treatment group was formed by three teachers who worked at the English Club program at the time the study was conducted. They were selected among the teachers because they met the criteria described above, which encompass having at least a two-year experience with ESL teaching and one year experience working with PBL. These teachers applied the PPP



sequencing techniques in their classes for four weeks in moments which the class they were to teach had specific project-related speaking activities. A brief description of the three participants, including their teaching experience background, the age group they were teaching when the study was held, and some of the interests they have besides teaching, can be found below. In order to protect their identity, the names used to refer to them are fictitious and were chosen by each participating teacher.

#### 3.4.1.1 Anne

Anne is Brazilian and was 33 years old when this research was conducted. She started studying English at private language institutes when she was eleven and later had an au pair experience in the US. Her initial career was in international trading and in 2015 she started teaching English. She holds a major in International Business and another in Education. She has been a teacher at Colégio São José for the last six years and at the time this study took place, she was teaching a group of twelve four and five-year-old children, which corresponds to the last year of “Early Childhood Education”, called the Pre-K level. In Brazil, that stage is usually referred to as “Infantil 4”, although names may vary from institution to institution. Besides teaching, Anne enjoys going to the beach, spending time with family and friends, and petting her cat.

#### 3.4.1.2 Lucas

Lucas is Brazilian and was 32 years old when the study was held. He started learning English at a private language institute when he was eleven, but songs and video games also motivated and helped him learn the language. Lucas holds a major in History and has been a history teacher since he graduated. In 2015 he started teaching English in a language institute and, at the moment, he teaches both English and History at Colégio São José, where he has been working for the past five years. At the time this study took place, he was teaching a group of eleven middle-school students from seventh and eighth grades whose ages ranged from 12 to 14. He has an ongoing major in Languages which he intends to conclude soon. Besides History and English, Lucas enjoys going to music concerts, playing online games, working out, and traveling with friends.

### 3.4.1.3 Monica

Monica is a 35-year-old Brazilian teacher. She started studying English at a private language institute when she was eighteen. Her first experience as an English teacher was in 2013, when she was asked to replace a colleague who was sick once she was the only one in the school who knew the language (English). Since then, she remained in language teaching positions in different schools. Monica holds a major in Education and has been working as an English teacher at Colégio São José for the past six years. When this study was conducted, she was teaching a group of fifteen students from the fourth grade who were 9 and 10 years old. Besides teaching, she also enjoys playing the guitar, cosplaying, and spending time with her family.

## 3.4.2 Control Group Participants

The control group included two teachers who also worked at the English Club program at Colégio São José during the period in which the study was conducted. Both participants were selected because they met the same criteria established for the treatment group regarding teaching experience. However, these teachers did not apply the PPP sequencing techniques in their classes and, instead, kept teaching using the PBL strategies they were used to applying, as will be described in detail in subsection 3.6. A brief description of the two participants can be found below.

### 3.4.2.1 Beatriz

Beatriz started learning English at a private language institute when she was only seven years old. When she grew older, she started participating in exchange programs in different countries, such as Work and Travel experiences. Beatriz holds a major in English Language and Literature and started teaching in 2004. By the time the study was conducted, she was thirty-five years old and had been working at Colégio São José for three years. At the time, her class counted on twelve fifth-grade students. Besides teaching English, Beatriz likes going to the beach, going out with friends, and listening to audiobooks.

#### 3.4.2.2 Sandra

Sandra was twenty-five years old and had worked at Colégio São José for a little more than a year by the time this research was conducted. At that time, she was teaching a group of thirteen third-grade students. She started learning English at the age of seven at her regular school and later at a private language institute. She started working as a substitute teacher when she was only fifteen, and from that moment on, she never stopped teaching. She holds a major in Education and another one in Veterinary Medicine. Besides English and cats, Sandra also likes boardgames, parties, and road trips.

### 3.5. INSTRUMENTS

To allow different perspectives on the phenomenon studied, qualitative research may count on a variety of instruments to collect data. Those instruments can be either more structured, so that the researcher can have greater control over the environment, or less structured, providing more organic insights from participants (HEIGHMAN; COCKER, 2009). On that matter, Hook (2009) agrees and explains that because the qualitative researcher first drives his/her attention to the object of study and then determines the method to be used, he/she often “carries a rather large and diverse toolbox” (p.69). Concerning the amount and sources of data collection, Dörnyei (2010) calls attention to the fact that because of the reasons mentioned above, qualitative studies tend to generate a considerable amount of data that, due to the variety of instruments, may be messy and hard to be read. Qualitative studies are not as systematic as quantitative ones regarding data collection, and the apparent messiness reflects “the complex real-life situations that the data concerns” (p. 125).

By investigating a real-life situation of real-life teacher-participants, the present qualitative case study made use of a variety of instruments to collect data in an attempt to comprehend better teachers’ perspectives on the issues presented earlier. The instruments used in the study were open-response questionnaires, participants’ diaries, and a semi-structured interview carried out with participant teachers. The following subsections will present each of them in turn.

### 3.5.1. Open-response Questionnaires

Open-response questionnaires are survey instruments in which the questions demand a personally developed answer from respondents, (BROWN, 2009). According to the author, while closed-response questionnaires intend to collect numerical data for statistical analysis, open-response ones provide qualitative data once they explore the issues more deeply by taking participants' views, opinions, and perceptions into account.

Considering the nature of the present case study, an open-response questionnaire about the promotion of L2 oral production moments in the PBL classroom was given to participant teachers with seven questions about their comprehension of oral production, about their planning for those moments to take place and their mediation of the process (for full questionnaire, see Appendix C). The main goal of this instrument consisted of getting to know teachers' practice and having a clearer understanding of their comprehension of PBL and oral production and how they dealt with these specific tasks in their classes as well as of their awareness when it came to L1 or L2 use during speaking activities. Questions 1 and 2 were about the PBL approach: (1) Do you use the Project Based Approach (PBL) in your classes? (2) What are the principles (key elements) of the PBL approach? Questions 3, 4, and 5 intended to address teachers' understanding of oral production and the strategies (if any) they used for those activities: (3) What do you understand by "moments" or "activities" of oral production in L2 (English)?, (4) Do you usually plan L2 oral production activities for your classes? How do you do it? What are your goals in doing so? (5) Do you prepare your students for oral production activities? If so, how do you do this preparation?, Finally, questions 6 and 7 had the purpose of checking teachers' perception on the use of L1 during project-related oral activities and in other activities that might take place in their class: (6) When students are in pairs or groups discussing questions or doing activities related to the project they are working on, do you notice that they use more English or Portuguese? Why do you think this happens? (7) Are there moments of oral production in L2 in class that do not involve the project students are working on? If so, can you describe how these moments happen? What are they about?

### 3.5.2. Participants' Diaries

Diaries have been used over the years in order to register facts, impressions, feelings, and perceptions. According to McKay (2009), diaries are first-person written texts that can be used in direct studies (analyzed by the own diary writer) or indirect ones (analyzed by a third person), which is the case of the present piece of research. They can be the only source of data or be used with other instruments, such as interviews, questionnaires, observations, surveys, and class recordings. McDonough and McDonough (2006) indicate the characteristics of this text genre and highlight the richness of information it brings; the subjectivity present in the text, once the writer, by using “I” and having the freedom to express him/herself, does not get contaminated by “others”; the fact that they are written retrospectively, always after the event has happened; and finally, the presence of the writer’s feelings, reactions, and perceptions on what, why and how something happened.

Regarding diary studies, Dörnyei (2010) points out to the fact that these are usually produced upon a specific question or aspect to be observed and registered, being called “solicited diaries”, which “(...) offer the possibility to capture the autobiographical aspect of private diaries in a more systematic and controlled way, thereby letting “people be heard on their own terms” (BELL, 1999 in DÖRNYEI, 2010, p. 156).

Dörnyei (2010) calls attention to the strengths present in diary studies as being: (1) participants being in their own contexts, as qualitative studies demand, (2) participants becoming co-researchers, once they register feelings, activities, and perceptions, (3) people’s responses to certain stimuli being observed, and (4) inaccuracies decreasing, which may result from the lack of clear memories once recordings can be done shortly after the event.

In the present study, participant teachers used solicited diary entries at an interval contingent design, which requires a regular report, as defined by Bolger et al. (2003) in Dörnyei (2010). They were encouraged to register their feelings, views, and perceptions in relation to learners’ L2 use during speaking activities related to the project work to which the PPP sequence had been applied. They were also asked to describe the activity proposed briefly. The diaries were used at the end of every class for four weeks. Meanwhile, control group participants, who continued to teach the way they usually did, registered their perceptions about L2 use during speaking activities as well and with the same frequency. As solicited diaries are meant to have impressions on a specific matter registered, prompting questions were brought, as can be seen in detail in the templates available on Appendices E and F.

### 3.5.3. Semi-structured Interview

According to Dörnyei (2010), interviews have gained popularity as a research instrument because they are present in people's daily lives (radio interviews, interviews on TV shows, written interviews on paper and on the internet), which make it a familiar text genre that has been used in qualitative studies very often.

For this piece of research, interviews of the semi-structured type were chosen as one of the instruments to collect data. Semi-structured interviews are the ones that bring topics or open-response questions to be answered or discussed with participants. They are considered a rich instrument in qualitative studies for they provide some guidance through the pre-prepared questions and topics but leave space for both participants and researchers to develop the issues and elaborate thoughts, considerations, and feelings about the matters raised (DÖRNYIE, 2010). According to Richards (2009), a semi-structured interview presupposes that the interviewer holds a clear understanding of the areas that should be dealt with but is also prepared for the unexpected paths that the interviewee decides to trail, being aware that this may lead to new and important pieces of information to be considered.

After the implementation of PPP techniques in the four weeks, the researcher conducted semi-structured interviews (see Appendix G) with treatment group participants to collect their perceptions on the increase (or not) of learners' L2 use during the oral production moments and the preservation (or not) of the core elements which constitute the PBL approach to teaching after the introduction of the guided PPP sequence of activities. For that, the following questions were asked: (1) How did you feel about making use of guided practice techniques during oral production moments? (2) Could you notice any changes during the oral production moments? Which ones? (3) Do you believe your students use of English was increased? (4) Why do you think that happened / did not happen?, and finally (5) Were the project-based learning approach principles affected by the implementation of PPP techniques?

## 3.6. PROCEDURES FOR DATA COLLECTION

Considering the research questions proposed above, this study was conducted in five stages. In the first stage, the researcher invited teachers to take part in the study and gave them the consent form (Appendix A), clearing any doubts they had.

Second, teachers answered a questionnaire (Appendix C for questionnaire template) about the concept of oral production they had, how the oral production activities happened in their classes, how they planned for these activities, and how they prepared their students for speaking tasks.

In the third stage of the study, teachers took part in a six-hour workshop organized in 2 meetings of three hours each, which was planned and conducted by the researcher. It relied on expository moments, as well as on interactive practices. In the first section of the workshop, participants were invited to discuss the concept of oral production and discuss some research on how it has been dealt with in second language teaching classes and then to reflect upon their own practices and planning for speaking activities. Then we reviewed the premises of PPP and discussed how these techniques were applied in L2 classes. In the second section of the workshop, participant teachers analyzed coursebook material to identify the PPP steps present in the didactic sequence. After that, by revisiting project-related activities that demand speaking skills, participants planned for these tasks, including PPP techniques. In the last part of the workshop, we explored diaries as research instruments and how they should be used by participants. Videos, texts, and a PowerPoint presentation were used as resources, as detailed in Appendix D.

In the fourth stage of the study, participant teachers applied the guided practice techniques (PPP) in the following four weeks, when specific project-related speaking activities were present in their classes. The two other teachers, from the “control group”, carried out their classes as they usually did. During this period, all teachers (from the treatment and control groups) were encouraged to register their perceptions regarding students’ oral L2 use in project related activities as well as a brief description of the activity proposed on solicited diaries (Appendices D and E for diary templates) for which specific training was offered in the second workshop section.

Finally, in the fifth stage, the treatment group teachers took part in a semi-structured interview (Appendix G for interview question guidelines) about their perceptions on the increase (or not) of the use of L2 during the oral production moments, and the preservation (or not) of the core elements which constitute the PBL approach to teaching after the introduction of the guided PPP sequencing techniques. The data from the treatment group (the group that introduced PPP techniques in oral activities) was compared to that from the control group (the group that kept the activities as they originally were) in order to verify whether they had different perceptions in terms of a possible increase of L2 use in moments of oral production.

If greater growth is perceived in the groups in which PPP was introduced when compared to the other two groups, it might be argued that, perhaps, it was the use of this technique, and not simply a matter of extra practice, that led learners to use the L2 orally more often during classes.

### 3.7. DATA ANALYSIS

“To develop and follow certain principled analytical sequences without being tied by the constraints of the procedures and sacrificing the researcher's creative liberty of interpretation” is, according to Dörnyei (2010, p. 242), the main principle of qualitative data analysis. While the quantitative analysis holds strong linearity, the qualitative one goes back and forth, moving between data collection, analysis, and interpretation, according to the need and results shown. It is relevant to mention that data interpretation happens from the moment it starts being collected and analyzed, allowing the researcher to become more and more familiar with it. On that matter, Dörnyei (2010) sees qualitative interpretation, as well as analysis, as a cyclical process: “Thus, as with so many components of qualitative research, data interpretation is also an iterative process” (p. 257).

The qualitative data analysis in this piece of research intended to elicit teachers' perceptions about the use of guided practice strategies (PPP) to enhance the use of L2 during oral production moments. For the analysis, data from the questionnaires provided information on participants' background knowledge of PBL, PPP and Oral production in the ESL context. Treatment group participants' diaries revealed their thoughts, feelings, and perceptions concerning students' use of L2 in class throughout the period of four weeks, while control group participants' diaries showed their perceptions of L2 use during the four weeks in spite of the maintenance of the original PBL strategies. The interviews, which were transcribed and are available to be read in Appendices N, O, and P addressed treatment group teachers' feelings and understandings towards the use of the PPP sequencing, the changes perceived (or not) on students' performance concerning oral production and teachers' views on the effects that the implementation of PPP had on the PBL principles. Questionnaires, diary entries, and interviews transcriptions were repeatedly revisited so as to answer the research questions posed and also to identify any interesting and related themes that may have arisen from the data. It might be relevant to mention that all the material produced by participants did not undergo changes or linguistic adjustments (corrections) by the researcher unless it was considered extremely



necessary for the readers' comprehension.

## 4 RESULTS AND DISCUSSION

This chapter describes and offers a discussion on the results of the qualitative analyses carried out in order to address the two research questions raised by this study which are: (1) can PBL teachers perceive an increase of L2 (English) use by learners during oral production moments after having applied the PPP as a teaching technique in a four-week-period?; (2) What are these teachers' perceptions concerning the preservation of the core elements of the PBL approach, as described by Smith (2018): significant content, presence of 21<sup>st</sup>-century skills (problem-solving, critical thinking, collaboration, communication, and creativity), presence of in-depth inquiry, room for learners' voice and choice, critique and revision moments, after the introduction of systematized and guided strategies (PPP techniques) at oral production moments?

The data collected comprises 4 questionnaires<sup>10</sup> (Appendix H for answered questionnaires), 42 diaries from the treatment group teachers - 19 from Anne (Appendix I), 12 by Lucas (Appendix M), and 11 by Monica (Appendix K) -, 23 diaries from control group teachers - 09 by Beatriz (Appendix L) and 14 by Sandra (Appendix J), and 03 semi-structured interviews (carried out with treatment group participants only – Appendices N, O, P). When carefully read, this material reveals various issues that go beyond the two research questions that guide this study. Besides L2 use during oral production moments and the maintenance (or not) of PBL main features after the implementation of PPP, aspects such as students' feelings towards the PPP sequencing techniques, teachers' perception of time to execute the PPP stages, the necessary skills for planning speaking activities using PPP and the necessity of making the first "P" more flexible are some of the issues that will be briefly addressed, though not profoundly analyzed due to the extent expected from a master's thesis.

Considering what has been aforementioned, this chapter is organized into three sections: (1) teachers' perceptions on students' use of L1 and L2 in a PBL class and (2) the implementation of the PPP techniques and the use of L2, and finally (3) how PPP affected PBL key elements.

Sections 1 and 2 intend to answer R.Q.1- Can PBL teachers perceive an increase in L2 (English) use by learners during oral production moments after having applied the PPP as a teaching technique in a four-week period (20 hours of class for kindergarten and elementary

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<sup>10</sup> Although there were five participants, Sandra's questionnaire was not handed in time (before the workshop) as proposed.

students and 12 hours for middle school students)? In order to understand teachers' perception of students' use of L1 and L2 in a PBL class, data from the four questionnaires that treatment and control group participants answered before the implementation of the PPP techniques will be examined. To look into teachers' perception of learners' L2 use after the implementation of PPP techniques, data from the treatment group participants' diaries and interviews will be analyzed. In order to compare treatment and control group outcomes, data provided by the diaries of control group participants will also be examined.

Section 3 intends to answer R.Q.2 – What are these teachers' perceptions concerning the preservation of the core elements of the PBL approach, as described by Smith (2018): significant content, presence of 21<sup>st</sup>-century skills (problem-solving, critical thinking, collaboration, communication, and creativity), presence of in-depth inquiry, room for learners' voice and choice, critique and revision moments, after the introduction of systematized language teaching strategies (PPP techniques) at oral production moments? For that analysis, data from treatment group participants' diaries and interviews will be used.

#### 4.1 ENGLISH, PLEASE! TEACHERS' PERCEPTIONS OF STUDENTS' USE OF L1 AND L2 IN A PBL CLASS

As pointed out by the literature reviewed in the previous sections, several authors question the use of L2 in oral tasks in classes that have PBL as an approach (FORD; KLUGE, 2015; HUMALDA; ZWAAL 2016; YACOMAN; DIAZ, 2019; ZHOU, 2018). For answering this question, data from questionnaires (Appendix C) promoted an overview of participants' comprehension of PBL (questions 1 and 2), of participants' comprehension and planning of oral production tasks (questions 3, 4, and 5) and of learners' L1 and L2 use in oral productions tasks (questions 6 and 7). To have a deeper understanding of learners' L1 and L2 use, data provided by the diaries from control group participants (Beatriz and Sandra) who did not implement PPP techniques, will also be analyzed.

Regarding participants' use of PBL approach to teaching (Question 1: Do you use the Project Based Approach (PBL) in your classes?) and awareness of its characteristics (Question 2: What are the principles (key elements) of the PBL approach?) all the four teachers who answered the questionnaire said they used the PBL approach in their classes and listed its main principles. Anne's answer involved collaboration, solving a real problem, authenticity, students' voice and choice and the presence of a final product. Lucas pointed out that PBL key

elements consist of a theme to explore, a driving question, researching and organizing moments with students, a final product as an answer to the driving question and finally a real audience to present the results or final product to. In accordance with the above mentioned by the other participants, Beatriz stated that the presence of a challenging problem or question, sustained inquiry, authenticity, students' voice and choice, reflection, critique and revision moments and of a public product are the key elements of PBL. And finally, Monica also shared the same understanding as the other teachers by eliciting the resolution of a real problem, the presence of students' voice and choice and the development of the 21<sup>st</sup> century learning skills (which Anne referred to in a more detailed way as and collaboration and problem-solving skills) as essential aspects of PBL. She added, two other elements: the integration of the areas of knowledge and the role of the teachers as of a mediator.

From that data it can be said that participants have a clear understanding of PBL, demonstrating to be aware of its characteristics and of the elements that are essential to this approach to teaching, as discussed in section 2.1 (The Project-Based Learning Approach). As defined by Bell (2010), PBL is a student driven approach to learning in which students pursue knowledge by asking questions that have derived from their genuine interest and curiosity: According to the author, "students develop a question and are guided through research under the teacher's supervision. Discoveries are illustrated by creating a project to share with a select audience" (BELL, 2010, p. 39). Wurdinger et al. (2007) define PBL as "a teaching method where teachers guide students through a problem-solving process [that] includes identifying a problem, developing a plan, testing the plan against reality, and reflecting on the plan while designing and completing a project" (p. 151). For Smith (2018), PBL is a method in which learners gain and apply different skills through projects that involve inquiry turned into a driving question. Data analyzed demonstrated that the four participants included the elements described in the aforementioned scholars' conception of PBL which led us to recognize their understanding of the approach.

Questionnaire questions 3, 4 and 5 intended to look into participants' understanding of oral production (Question 3: What do you understand by "moments" or "activities" of oral production in L2 (English)?), if and how they planned these activities (Question 4: Do you usually plan L2 oral production activities for your classes? How do you do it? What are your goals in doing so?) and if there was any kind of preparation for that (Question 5: Do you prepare your students for oral production activities? If so, how do you do this preparation?).

Data collected from questionnaires demonstrated that by oral production activities, participants understand that learners will have the opportunity to practice speaking and that can

be done through different kinds of tasks. Beatriz defines these activities as the ones “ [...] that focus on having students practice/reinforce/review/expand functions, structures or reach a communicative goal using L2”. Role plays, information gap activities, presentations and discussions are some of the activities mentioned by participants. Lucas defined oral production activities as “Activities for students to practice speaking by using prompts, plays, dialogues. It can be applied in many ways such as controlled practice or a freer practice”. Regarding their own planning for these moments, the four participants claimed that they do plan oral production activities. Anne said that she planned those moments for her 4- and 5-year-old students by creating opportunities for them to “[...] use English to speak to their classmates by showing their work/activity and telling what they made”, for instance”. Two of the four participants mention the course book student use, which is not necessarily related to the project in course when they talked about their planning. Beatriz explained that besides the course book, she also plans for project-related speaking activities: “When preparing these activities, I consider the genres, pieces of vocabulary, functions, tenses, formality, and communicative goals that are involved in the language of the project/area of knowledge, as well as the final product/final presentation”, while Monica stated that her main focus of planning is of the oral activities proposed by the coursebook: “ I plan [...] especially when using the book, because there are already lessons designed for oral practicing. When I plan these moments by myself, I follow the structure of class “present – practice – production”. From the data exposed above, one can notice that both Lucas and Monica bring references of strategies such as “more controlled and freer practices” or “present – practice – produce” that are part of the PPP sequencing techniques.

Question 5 from the questionnaire asked teachers if and how they prepared students for speaking activities (Question 5: Do you prepare your students for oral production activities? If so, how do you do this preparation?). Even though the questionnaire was answered before the workshop or discussions on PPP, Monica mentioned the PPP sequencing as a way of preparing her students for project-related oral production activities, just like Beatriz and Lucas did when defining oral production activities and describing their planning strategies. Beatriz also described some formal preparation for oral production through a sequence of steps: (1) calling students’ attention to a helpful language box on the board, on their books or on their worksheets, (2) modeling in open group (teacher – student), and later in pairs (student – student), (3) choral repetition, and (4) finally practice.

Although it is unclear how exactly these stages happen in her class, it becomes evident that there is a focus on language content at some moments in the class, which could also be

observed in her diaries. About this preparation for oral practices, Lucas explains that he proposes specific practices of vocabulary or structures before the freer practice moments. Modeling is also mentioned as a kind of preparation: “One easy way of preparing students is by using videos or modulating pronunciation” (Lucas’ questionnaire). About preparing her kids for oral production moments, Anne says that she also includes some specific moments in her class “I prepare my students by modeling the structure or presenting it as song.” As focus on form over focus on meaning is not commonly used in a PBL class, we may consider that Beatriz, Lucas and Monica, who explicitly mentioned that concern in the planning and preparation moments described in their questionnaires, may be either relying on previous teaching experiences they have had or acting intuitively as a way to prepare students for the oral tasks. That finding takes us back to section 2.4 in chapter 2, where we discuss the language teacher’s role and the understanding that critical teaching goes beyond the pure employment of theories developed by SLA researchers. As suggested by Richards and Rogers (2001), good teaching must include teachers’ initiative and personal teaching style. Good teaching is about understanding the concept of the theory one is relying on and closely observing students’ needs and then weighing both and making choices that will fit into that specific reality.

Considering that the present study was conducted with an experienced group of participant teachers, it is possible to understand that some of the choices made (as observed in the questionnaires and later in their diary entries) are the results of what they understand and judge as necessary for their students even though some of these strategies are not usually present in a classic PBL class.

Regarding participants’ understanding, planning, and preparation of students for oral activities, it can be said that participants perceive the necessity of planning and preparation and navigate through different approaches in order to reach what they find appropriate for their students. As discussed in section 2.3 (Project-based learning and oral production), Burns (2019) points out to the challenges involved in the process of learning to speak in another language, and to the fact that being aware of these challenges can help teachers reflect upon the importance of strategic planning for moments of oral production in the L2 class. The author claims that just like reading, writing, or listening, speaking should also be systematically taught. For that she offers a speaking-teaching cycle that consists of seven stages: (1) focus learners’ attention on speaking, (2) provide input, (3) conduct speaking tasks, (4) focus on language/skills/strategies, (5) repeat speaking tasks, (6) direct learner’s reflections on learning, and (7) facilitate feedback on learning.

Questions 6 and 7 from the questionnaire intended to investigate participants' perception on students' use of L1 or L2 during project related oral production activities (Question 6: When students are in pairs or groups discussing questions or doing activities related to the project they are working on, do you notice that they use more English or Portuguese? Why do you think this happens?) and check on participants' awareness about other speaking moments and how they were carried out (Question 7: Are there moments of oral production in L2 in class that do not involve the project students are working on? If so, can you describe how these moments happen? What are they about?).

When participants were asked whether their students used mostly L1 or L2 to communicate during project-related speaking activities and why they thought that happened (Appendix C, question 6), the four teachers who handed in the answered questionnaire shared the perception that students' L1 (Portuguese) was most often used. As to the reason for that, teachers pointed out two likely main motives, stating that one of them was the fact that Portuguese was manageable, or more convenient, for students to discuss the complex project-related questions, and the other was due to the different levels of proficiency coexisting in the same class, which, in teachers' views, led learners to speak Portuguese to compensate for the lack of linguistic resources some students faced. Lucas, for instance, when referring to his 7<sup>th</sup> and 8<sup>th</sup> graders, suggests both reasons, "They usually use Portuguese because it's easier for them to express complex opinions by using their mother language, once not all of the students have the same proficiency in English". Monica also understands that the difference in learners' ability to communicate in the L2 is an important factor that contributes to the use of the L1, which becomes more frequent when discussions involve the project in course. From her point of view, kids use their L1 more because they do not have enough linguistic resources to express what they want in the L2, while more proficient kids could make exclusive use of L2, but do not once they notice part of the group cannot understand them. Anne, who teaches very young learners (four- and five-year-olds), observes that they use L1 most of the time and insert the words they are familiar with in the L2, calling attention to the lack of linguistic knowledge: "My students usually discuss using the L1, and use the words or sentences that they already know in English, if it comes easily in their minds". Beatriz also perceives that her fifth graders rely on Portuguese whenever the oral activities proposed are freer, and students are not familiar with the proper vocabulary in the L2: "When it's a less controlled activity, they use more Portuguese, for sure. I believe most of them resort to their mother tongue when faced with words or expressions that they don't know how to say in English". As described in the literature review (sections 2.2 and 2.3), participant teachers seem to agree with the authors who argue that students tend to use L1 in speaking activities due to the lack of linguistic resources. Ford

and Kluge's study (2015), for instance, called attention to the fact that students reported not having enough communicative competence to complete complex assignments and as a consequence of the lack of linguistic resources they felt overwhelmed and demotivated. Yacomán and Díaz (2019) also report that students would turn to their L1 when working with the projects proposed in a PBL approach class and just like Lucas, they accredited that simply to the fact that "[...] it is probably easier for them" (p. 3).

Although an extracurricular program such as the English Club, described in subsection 3.4 (Participants and Context), provides the learning of a variety of skills that go beyond the second language itself and offers not only a learning environment for kids but also a safe place where families leave their children full time, the acquisition of L2 is the main goal that must guide the pedagogical practice. As described in Chapter 2, the use of the L1 in PBL classes is not something exclusively observed by the participants of the present piece of research. Ford and Kluge (2005), for example, pointed at students' use of their L1 as a limitation of this pedagogical approach. Carpenter and Matsugo (2020) call attention to the fact that more conventional wisdom within the TESOL community might even question the objective of PBL classes once target-language-only does not seem to be something doable and the measuring of SLA also faces difficulty due to the approach's flexibility and student centeredness which make it hard to isolate the language used by all participants. The challenge described by Ford and Kluge (2005), also perceived by participants of the present study, might make teachers face the challenge of having to choose between students deeply engaged with the content of the topic, or practicing the target language, and as previously discussed, Carpenter and Matsugo (2020) suggest that translanguaging might be the necessary answer for this dilemma. As mentioned in Chapter 2 (Subsection 2.2), scholars argue that PBL is a rich approach to learning and teaching once it develops skills that go beyond the L2. Besides life skills such as critical and creative thinking, communication, collaboration, problem solving and decision making (which are more deeply described in the literature review), PBL is known for promoting the use of authentic language through authentic, real-life problems and questions (ALAN; STOLLER, 2005; BECKETT et al, 2020; TORRES; RODRÍGUEZ, 2017; WURDINGER, 2016). The understanding of what "authentic language" represents in a language class, however, has been gaining some thought and attention from researchers (GARCIA; WEI, 2014; CARPENTER; MATSUGO, 2020) considering that learners of second languages are, in fact, learning to communicate in one more language, which should not exclude their first language or turn it into something less authentic while they are in class.

The questionnaires that brought the answers above were the first step of the study, and



participants demonstrated to be aware of their students' L1 use as discussed above. By reading their diaries, it was possible to note that the reasons they raised as hypotheses (different levels of proficiency among learners and the fact that the L1 was more accessible and more convenient for them) gained more profound thoughts and understanding as the classes were taught and the diaries were filled in, demonstrating that some reflection was also made by the two participants of the control group, who did not implement the PPP techniques throughout the process.

By examining the diaries, other relevant perceptions concerning the use of L1 and L2 can be pointed out. Sandra, for instance, mentions the difficulties her third graders faced when performing oral activities along different diary entries: "Students resorted to Portuguese every time they wanted to express a new thought, but whenever they were referring to the tips we had seen on the video, they would try to start the sentence as it was written on the board. The most developed students could say the complete sentence in English and complement with Portuguese", also calling attention to the different levels of proficiency present in class and how that interferes with students' performance. The lack of linguistic resources is, in her perception, what makes students resort to the L1 in most of the classes in which she had project-content related oral production activities: "Kids had many ideas, but they had a hard time expressing them in English. They would start the sentence in English but quickly change to Portuguese" (class diary 6). "They were able to use some English in this activity, especially the vocabulary that was used in the description of the project. Most of them still used the biggest amount of structure in Portuguese, with keywords in English" (class diary 4). "They used the keywords, and some students were able to use the structure used on the example, but most of them spoke more Portuguese than English" (class diary 8). By the end of the four-week-experiment period, she registered students' frustration when, in spite of their effort to use English, they struggled with L2 gaps: "The students used mostly Portuguese, but when reminded by the teacher to use English they tried very hard, and most of them could do English-only sentences when the question asked provided them with the necessary structure, but otherwise would get frustrated and go back to Portuguese very fast" (class diary 18). That perception is close to what was narrated by Torres and Rodríguez (2017), which demonstrated that when students faced language gaps, they turned to Spanish, their native tongue. However, in that case, students helped each other negotiate for meaning and find the proper vocabulary to accomplish the oral task proposed, while Sandra's students got frustrated and gave up using the L2. One aspect that must be taken into account is the age difference between the two groups, for Sandra's students were third graders while Torres and Rodríguez's were ninth graders; thus, much more autonomy is noted when they have to deal with the language barriers: "For instance, Tatiana helped her classmate with a word she knew, "pet." Then, she looked up the word "hacer" in

her bilingual dictionary to complete the question “What do you do in your free time?” (2017, p. 65). We understand that the act of using bilingual dictionaries to build meaning, for example, is a behavior that could be encouraged but is not yet an autonomous one for young kids, Monica’s eight and nine-year-olds.

Beatriz also calls attention to the fact that in several moments there was a mixed use of L1 and L2 by students. However, going through her diary entries, it can be noticed that as classes go by and her perceptions are registered, her noticing of students’ L2 use seems to increase and lead her to apply different teaching strategies that are not necessarily present in a classic PBL approach class but might be needed in a PBL one, as it was discussed earlier in this section while analyzing the strategies she pointed out in the questionnaire as the ones used for preparing her students for oral production activities. As Beatriz registers her perceptions, it is possible to infer that she realizes that the more direct guidance or input they have, the better the outcomes in L2 are. The changes she makes in the strategies used can be observed in the following diary entries: “Students were able to match the slips of paper with questions/answers about the water cycle in pairs, but they used mostly Portuguese in the sentences they produced” (class diary 2), which shows the use of a structured matching activity of questions and answers that should work as vocabulary input. In class diary 4, she notices that her mediation was different in order to invite and remind students to use L2: “Students were able to create the posters that were proposed, but they used English + Portuguese in their sentences when talking to each other. However, this time I took a more active role in encouraging them to speak English”. In Class diary 5, she made use of slides in order to model language and the use of “this time” might indicate that this was an attempt of something new to encourage L2 use: “Students had to create and practice presentations describing the activities they represented on the posters. Since this time, I kept a PPT slide projected on the board with examples of sentences they could use, their oral production increased (class diary 5). In Class diary 7, Beatriz writes about modeling even more explicitly, just like she did in the questionnaire: “Since there was eliciting and modeling involved, students were able to give their opinions successfully and ask questions in English about their classmates’ preferences” (class diary 7). And, finally, in Class diary 8 the strategy of repetition was used: “Students were successful describing their drawings in English. When in doubt, they asked for my help, repeated the new words, and incorporated them into their stories. Their performance in this activity was better than I had expected”. It is essential to call attention to the fact that not only did Beatriz take part in the workshop about PPP, which was part of this study, but she also has a vast background as an ESL teacher. By comprehending that a teacher’s previous experiences as a student and as an instructor tailors his/her current teaching practice, as explained by the concept of “apprenticeship of observation”

coined by Lortie (1975 apud Johnson, 1999), one might come to understand Beatriz's choices when it comes to including systematized language teaching in a PBL class.

Nonetheless, at certain moments, Beatriz reports that her students insisted on using L1 to communicate, and the reason for that preference comes to the surface as she describes what she perceives. In her view, students used L2 most of the time when sharing ideas with her or under her supervision (like in a presentation or debate); however, whenever they were talking among peers, they would immediately change to L1 – Portuguese. “I’ve noticed that they perform much better and feel much more at ease speaking English when they’re talking to me than to their peers” (class diary 3).

Students were able to create the KWL chart that was proposed, but they used English + Portuguese (English and Portuguese) in their sentences [...] However, when talking to me, most students spoke only in English. When presenting their ideas to the other group, all students spoke English. It’s very difficult to have students negotiate in English when in pairs or groups, even when there are language hints on the board.”

(Beatriz, class diary 1).

In another moment, she registered her perceptions on how students seemed to care about their performance when they had to interact with their peers in L2, as can be observed in the entry below:

Since this time, I kept a PPT slide projected on the board with examples of sentences they could use, their oral production increased. However, when talking to their group members, I noticed they used funny voices when speaking English. When I asked them why they had changed their voices to speak to one another in the target language, some answered that speaking English with their friends is “cringe<sup>11</sup>” (Beatriz, Class Diary 5)

The same concern about the impressions caused on peers was described in class diary 7: “During this activity, I noticed that because students were going to interact in open pairs, they wanted to know the exact pronunciation of words, as well as the best way to express what they wanted”. In class diary 4, she mentions the necessity of supervision in order to maintain an English-speaking environment: “I’ve noticed that when given a model of what to say, students feel more confident to speak English. However, this is only true when monitored. When they’re on their own, they’re back to producing only in Portuguese”.

Beatriz's perceptions of students' use of L1 when talking to each other or when they were not monitored, might rely on what was discussed previously about language authenticity. While some researchers understand that authentic language use would be an L2-only

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<sup>11</sup> At the moment that the study was conducted, the word “cringe” was used as a slang, specially by kids and teenagers as a reference to things, outfits or behaviors considered outdated and uncool.

environment, the descriptions above may point otherwise, reminding us that in a second language class, where all students have the same language as their mother tongue (in this case Portuguese) and are all learning L2 (English), the use of the second language will always be less authentic than the use of their first language. Moreover, no matter how real-life the situations presented are and how authentic the content knowledge addressed is, L2 will remain as a learning purpose only, and as so, the less authentic component in the class environment. The reasons why students resort to L1 even though they have enough linguistic affordances is not the objective of this study; nevertheless, the evidence brought here demonstrates that the understanding of this process might help the TESOL community to comprehend better and therefore better plan for oral activities, which shows the importance of further and deeper research on the topic.

In the following subsection, the results of the implementation of the PPP techniques will be presented through the perception of the treatment group participants registered on diaries and in the interview with the researcher.

#### 4.2 THE IMPLEMENTATION OF PPP TECHNIQUES AND THE USE OF L2

Throughout the four-week period, treatment and control group participants registered their impressions on diaries regarding the use of L2 by students during project-related speaking activities. As described in detail in subsection 3.6, treatment group participants (Lucas, Monica, and Anne) implemented the PPP sequencing techniques in their classes at specific project related oral production moments, while control group teachers (Beatriz and Sandra) did not implement any changes and kept teaching the way they normally did. To answer the question about whether PPP had any impacts on students' L2 use, data produced by the treatment group participants diaries and interviews will be analyzed and compared to data from control group (Sandra and Beatriz) diaries. The three participants who applied the PPP sequencing techniques<sup>1012</sup>, in general lines, perceived that students were more confident due to the three stages proposed (PPP) and consequently were able to perform most of the activities using the L2. The analysis of Lucas's diary entries shows that his 7<sup>th</sup> and 8<sup>th</sup> graders (12- to 14-year-olds) were able to perform the activities using L2 in eleven (11) out of the twelve (12) classes in which oral production activities were proposed: "The production part of the class was very

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<sup>12</sup> In each diary entry, a brief description of the activity following the PPP stages can be read.

participative and students in overall were determined to use the language as their main source for communication” (class diary 3). “Some students still feel insecure when they have to say their lines; however, English was guaranteed and used in the class” (class diary 11). In class diary 5, Lucas was still more specific when analyzing the effects of PPP over learners’ amount of L2 spoken in class: “As a result for the whole process it’s safe to say that the use of English in class has been escalating ever since the start of using the PPP” (class diary 5). Following, Lucas’ oral task description from diary 5 can be read:

Students were taught how to use the modal verb “should” in all forms to express advice, they were also taught how to use chunks to further explain their advice in their speeches. They were asked to advice their classmates about random science fiction films, books or videogames. This language was used as a tool for students to be able to talk about the narratives they have been making during the progress of the project. (Lucas’s diary #5 – Oral activity description)

Regarding the different levels of proficiency, which the participant considered an obstacle for L2 use when he answered the questionnaire before implementing the PPP techniques (Appendix H), that aspect was no longer considered a decisive factor as far as students’ use of L2 was concerned, as can be read in the following entries: “students were engaged in the production which made the class a productive one despite students’ difficulties” (class diary 1). [...] some students were still in need of assistance, but overall they were able to use the target language” (class diary 7), “Students with less proficiency in the language were able to produce freely in their own way the speech required in the activity” (class diary 2), and finally in diary 8 “the use of English during the production was assured even with students who aren’t confident enough to freely speak with the language”.

The experiment lasted four weeks (20 or 12 classes of three hours each, depending on the group) and consequently Monica had a total of twenty (20) diary entries, from which eleven (10) brought oral production moments related to the project in course. In eight (08) out of these ten classes, she reported that her fourth graders were able to perform the activities using the L2 and attributes that to the use of PPP techniques and to the familiarity students had with the expressions they were supposed to use : “So, I applied PPP techniques and I felt students were very comfortable in speaking English [...] it was nice to notice that the sequence (PPP) worked in that case” (class diary 1). The same view was present in different moments in the experiment (Classes 1, 2, 4, 11, 14, 15, 16, 19). In class diary 11, for instance, she also registered positive feelings about the amount of L2 used: “I felt very satisfied with the result because it involved students’ field work, and I felt the process made sense for them. And, also, because it was super related to the project. It wasn’t just an “applying grammar role-play situation”, but a real

communicative moment. A brief description of the activity, as registered in her diary, can be read below:

After field work, for presentation, I asked students to tell expressions we use to express someone our opinion. They listed some adjectives and the structures: “I think...”, “In my opinion...”, “For me, ....”. I wrote them on the board and added “I agree” and “I disagree”.

For practice moment, students, that were sitting in pairs, should discuss their impressions about the exhibition. For that, they should use the prompts on the board and the checklist done in the investigation. So, they just needed to match one of the prompts with the rubrics of the checklist.

Finally, for oral production, I projected a photo of one of the exhibitions, invited two students, from different groups of work, to discuss about it. In this moment, they didn't use the checklist, they were speaking by their own. (Monica's diary #11 – Oral activity description).

Concerning another class that held a production moment, she could not hide the pride of the pupils not only for the L2 they were able to use but also for the authenticity of the activity carried out: “It's our interview day, and Ss' participation was fantastic! Before we moved to the conference room, we practiced, very quickly, the pronunciation and intonation of the questions. Once we started the interview, students became protagonists as English-speaking students and, especially, researchers. It was another moment that I felt “Oh my god, we are doing a project! This is really investigation and students are really acting as global citizens right now” (class diary 15).

Differently from Lucas, in the questionnaire (Appendix H) Monica reported that the different levels of proficiency among her 4th-grade students (9- and 10-year-olds) had a substantial impact on their individual performances, despite the use of PPP, as she describes: “One more thing that I've noticed is that some of them, especially students that are new in the program, just answered with a simple “yes” or “no”, while some students that are in English Club for more years could apply the whole short answer” (class diary 4). In diary 11, she calls attention to the different linguistic choices learners made, according to their repertoire: “Other thing I felt/noticed: Ss with advanced English were super excited to participate and discuss in front of the class. Beginners needed to be encouraged and stayed in a “safe” zone, using the prompts presented on the board”. The same perception was shared by her in Class diary 14, when she also questions her own teaching choices and how the way she had presented the content interfered with students' performance: “In practice moment, all students looked to be engaged asking questions to each other, but I noticed some of the answers were just “yes” and “no”, so maybe it demanded instructions and a presentation moment including how to answer

questions properly.” In Class diary 16, Monica perceived that more controlled activities worked better for students who still have a lower level of proficiency and consequently need more guidance: “It is a very controlled practice; like, students just need to substitute food names and apply the structure “there be”. This model works very well with students with more difficulties or not that fluent”.

Anne, the treatment group participant who teaches the four and five-year-old kids, could notice the increased use of the target language during the implementation of the PPP sequencing techniques. In her view, despite the young age “Most of the students used the structure in the production moment during the game “Hide and Seek with flashcards.” (class diary 8). In class diary 3, she registered how surprised she was with the fact that the kids used the L2 to try to communicate and brought students’ lines in the Production moment in her diary: “Student 2: My snowman is one head. Student 6: My snowman has no mouth”. Several other entries show how English was used in class: “Students were cheerful to talk about their activity and show it to the classmates during the production moment. Student 1 said: “My name is monster has 2 purple eyes” (class diary 5), or “During the production they called the names of their friends and family saying, “M is for Maria”; “D is for Daniela”, “P is for Patricia” (class diary 13). Out of Anne’s nineteen (19) diary entries, fourteen (14) demonstrated her positive perception of the use of the target language. Class diary 10 summarizes the feeling expressed throughout her notes regarding the systematization of the target language: “The kids felt confident to talk about what they can do. The structure was simple and easy to produce”. Below is a description of the activities proposed:

Presentation: Present the ingredients and explore them (taste, smell, touch). Repeat:  
I can smell/ I can mix/ I can touch

Practice: Prepare the salt and say: I can add/ I can mix / I can dance / I can run

Production: Play mimic and say the sentence (Anne’s diary #10)

Beatriz and Sandra, control group participants were not supposed to implement the PPP sequencing techniques in her classes and instead, should keep teaching their classes the way they used to, relying on PBL principles. Nonetheless, as discussed in the previous section, when answering the questionnaire, Beatriz described her planning and preparation of oral activities following systematized strategies of L2 teaching, such as modeling and repetition. That could also be noticed in her diary entries, as she explained the activities she proposed and

the perceptions she had on students' L1 and L2 use. In class diary 4, for instance, she mentions a more active role she took in encouraging students to speak English which she did through scaffolding. Then, she mentioned having noticed that learners' confidence to use L2 was enhanced when they were given a model to follow, as can be read below:

Student 1: Acho que tem que desenhar mais pedrinhas aí no fundo do terrário.

Teacher: Student 1, do you remember the word we learned to talk about the first layer of our terrarium?

Student 1: Yes, teacher. Pebbles.

Teacher: That's right. And how can you make that suggestion to Student 2 in English?

Student 1: Draw more pebbles there, Student 2.

I've noticed that when given a model of what to say, students feel more confident to speak English. However, this is only true when monitored. When they're on their own, they're back to producing only in Portuguese. (Beatriz's class diary #4).

In class diary number 7, Beatriz registered that her students were able to use the L2 and acknowledged that to the fact that there was modeling and eliciting practices: "Yes. Since there was eliciting and modeling involved, students were able to give their opinions successfully and ask questions in English about their classmates' preferences". Beatriz taught 20 classes of three hours each in the period of the experiment (four weeks) out of which 09 classes had a specific oral production moment related to the project in course. From these 09 classes, the participant perceived that in 07 classes students were able to use L2 to perform the oral production activities. Although Beatriz was initially part of the control group, the data collected in her questionnaire and diaries demonstrate that her pedagogical practice involved very systematic language teaching strategies, which are not usually present in a PBL class, such as described below:

In three groups, students created and practiced presentations describing the activities they represented on the posters during activity #4. Students were very excited and engaged, and had an increased oral production possibly due to the PPT slide mentioned about and the constant monitoring (Beatriz's diary #5 – oral activity description).

Sandra, who was in the control group and did not implement any systematized language teaching strategies with her third graders, registered 14 classes in which there were project-related speaking activities. Data from her diaries show that in only five of these classes, students were able to perform the activities using L2 (English) while in 09 classes they ended up performing the tasks in Portuguese. In class diary number 4, she explicated that by saying: 'They



were able to use some English in this activity, especially the vocabulary that was used on the description of the project. Most of them still used the biggest amount of structure in Portuguese, with key words in English”. In class diary number 6, she pointed out to the effort children made unsuccessfully: “Kids had many ideas but they had a hard time expressing them in English. They would start the sentence in English but quickly change to Portuguese”. Students’ struggle was also referred to in class diary 18: “The students used mostly Portuguese, but when reminded by the teacher to use English they tried very hard, and most of them could do English only sentences when the question asked provided them with the necessary structure, but otherwise would get frustrated and go back to Portuguese very fast”.

In the figure below, it is possible to have a clear view of teachers’ perceptions concerning L1 and L2 use during the experiment period:

**Figure 2 – L1 AND L2 USE REGISTERED IN CLASS DIARIES**

<b>Class diary registration</b>					
<b>Participant’s Name</b>	<b>Students’ Grade</b>	<b>Number of classes taught</b>	<b>Number of classes in which there was a project-related speaking task</b>	<b>Number of classes in which participants perceived L2 use in the oral task.</b>	<b>Number of classes in which participants perceived L1 was more used than L2 in the oral task proposed.</b>
<b>Anne</b>	Pre-K	20	19	14	05
<b>Monica</b>	Grade 4	20	10	08	02
<b>Lucas</b>	Grade 7/8	12	11	08	03
<b>Beatriz</b>	Grade 5	20	09	07	02
<b>Sandra</b>	Grade 3	20	14	05	09

SOURCE: CREATED BY RESEARCHER BASED ON DATA FROM DIARIES.

By analyzing the data described above and from the figure 2, it is possible to grasp that while PPP was being implemented, Anne’s students performed the oral activities using L2 in 73% of the classes, Monica’s students in 80% of the classes and Lucas’s students in 72% of the classes. Considering the control group, who was not to make any changes in the strategies they used, Sandra’s students performed the oral tasks in L2 in 35% of the classes, while Beatriz’s

group in 77% of the classes. Considering that Beatriz also made use of some systematized language teaching, as aforementioned, it can be said that her students and the ones of the three participants who implemented the PPP techniques outperformed (in terms of L2 use) the ones whose teacher did not address language explicitly in class.

After having experienced the four weeks of PPP implementation, treatment group teachers were invited to a semi-structured interview which had five guiding questions in which they could express their points of view about the process: (1) How did you feel about making use of guided practice techniques during oral production moments?; (2) Could you notice any changes during the oral production moments? Which ones? (3) Do you believe your students use of English was increased? (4) Why do you think that happened / did not happen?; (5) Were the project-based learning approach principles affected by the implementation of PPP techniques? When asked if they thought the PBL principles had been affected by the implementation of the guided practices (PPP), and then they had the opportunity to talk about the experience and the perceptions they had on that matter.

Regarding students' L2 use during oral production moments (questions 2 and 3), the three participants in the experimental group had a perception that learners used English in the classes in which the PPP sequencing was implemented. For Lucas, this possible enhancement in L2 use was the most significant change: "In fact I can tell you that it has increased a lot the use of English especially because of the activities that I proposed for them during that time, and they felt more comfortable by producing what I have asked them to do". Monica shares the same perception and states: "I really noticed that students were engaging speaking English and it's an efficient method because all of them could speak English". Anne also believes that her students were more aware of the language and would try to use the target language even in free-play moments when they were not directly asked to do so.

When participants were asked why they thought PPP helped students to use more the L2 when performing oral activities (question 4), teachers said they observed that because PPP brings more controlled and systematized steps, what students had to learn and what they were supposed to use was clearer to them (students). Since they were prepared by the two first stages of the sequence (presentation and practice), when it came to the production moment, they could perform the task using the L2 more confidently. Anne explains that because students were exposed to the language in a more systematized way, the structures and vocabulary taught seemed to come more easily to them when they had or wanted to express something orally. She mentions that before (PPP) it seemed that they did not realize what chunks of language they

were being taught. Lucas also shares the feeling that students somehow knew what they were supposed to do, they were aware of the pieces of language they had learned: “[...] I think that somehow they, they knew what I was going to ask them, and they knew that the activity was for them to use English as a second language. They had to do it. [...] I was more in control”. For Monica, the fact that students used the L2 more often helped to assign relevance to the project in course: “It made the project like... be more hum... meaningful and like everything was in the same context like all the time you know it's in English, and they're gonna use English for all the steps in our project, too”.

The fact that teachers perceived students as more aware of what they were supposed to learn and therefore produce orally is present in the three participants’ narratives and will find support in the literature in the field. As presented by Criado (2013) and mentioned in the literature review of the present study (Chapter 2), Muranoi (2007) elicits four roles of controlled practice, and among them are (1) Metalinguistic function and (2) Syntactic processing. The first relates to the fact that because students verbalize on the linguistic system, it makes “[...] them conscious about their language knowledge -the forms of the target language and their underlying structures and meanings”). The second role abovementioned (syntactic processing) explains that through interactions, linguistic production promotes and enhances “[...] learners' attention on the way they express their meanings using specific linguistic forms and will make them aware of how effective their verbalization is for being understood by the listeners” (CRIADO, 2013, p. 101).

Another interesting element in Monica’s and Lucas’s perception is that they used English because they were told to, because they knew that was what the teacher expected from them, and not necessarily because of the communicative target the activity offered. According to both participants, that fact (knowing that they were expected to speak English) contributed to the L2 use despite the apparent loss of communicative purposes. Initially, that may not be considered a problem, for, on the contrary, it promoted the use of L2; nonetheless, we cannot tell the effects that the lack of explicit communicative targets that require the use of L2 might have on students’ motivation in the long run. The motivation factor will be more deeply addressed in the following section, where teachers’ reflections on the impacts of the PPP techniques on the PBL approach will be presented.

### 4.3 HOW PPP AFFECTED PBL KEY ELEMENTS

As described previously, the present study had two main questions. The first one was if teachers could notice an increase in L2 use during oral activities after implementing PPP techniques, which was addressed in the previous subsection. The second research question was about teachers' perceptions concerning the preservation of the core elements of the PBL approach, as described by Smith (2018): significant content, presence of 21<sup>st</sup> century skills (problem solving, critical thinking, collaboration, communication, and creativity), presence of in-depth inquiry, room for learners' voice and choice (student-centeredness), and critique and revision moments, after the introduction of systematized and guided strategies (PPP techniques) at specific oral production moments.

The second question of the questionnaire participants answered was related to the principles (key elements) of the PBL approach. When answering this question, teachers demonstrated to be aware of the essential characteristics of the approach as they listed some of the elements mentioned above. Anne mentioned collaboration, solving (real problem), authenticity, students voice and choice and final product. Lucas focused on the path through which the project is developed and listed the following as key elements: a theme to explore; a driving question; researching and organizing moments with students; a final product as an answer to the driving question; a real audience to present the results or final product. Beatriz elicited challenging problems or questions, sustained inquiry, authenticity, students' voice & choice, reflection, critique & revision, and a public product. Monica also addresses most of the elements listed by the other participants and added the 21<sup>st</sup>-century skills (or so-called life skills as discussed in Chapter 2): the resolution of a real problem, students' voice and choice, development of the 21<sup>st</sup>-century learning skills, integration of the areas of knowledge, teachers' as mediators.

After implementing the PPP techniques, participants took part in a semi-structured interview which contained five guiding questions, as described earlier in this text. Question number five regards the maintenance of PBL core elements after PPP was implemented: Were the project-based learning approach principles affected by the implementation of PPP techniques? About that, the three participants shared their perceptions.

Anne (Appendix N) understands that her very young learners did not lose sight of the project on account of the systematization of the language because they were always theme related and the pieces of language presented, practiced, and produced involved the content that was being dealt with in the project in course. In her view, life skills, or 21<sup>st</sup>-century skills were

present in several moments in class and were not diminished when PPP was implemented.

Among the benefits of PBL, autonomy, critical and creative thinking skills, and motivation are at its core. As pointed out by the literature reviewed earlier in this piece of research, these characteristics are sought by schools, institutes, and governments as essential ones for the twenty-first-century curriculum (BENDER, 2014; PARTNERSHIP FOR 21ST CENTURY SKILLS, 2007, 2009). Alan and Stoller (2005) remind us that when it comes to PBL, the outcome expected is “authenticity of experience, improved language and content knowledge, increased metacognitive awareness, enhanced critical thinking and decision making abilities, the intensity of motivation and engagement, improved social skills, and a familiarity with target language resources” (p.12). Contrarily to Anne, Lucas noticed that besides the increased amount of L2 used by his teenage students, other changes were observed in class, such as teacher-centeredness, enhanced teacher-talking time, and reduced learners’ motivation. He clarifies those perceptions in the following excerpts of the interview (Appendix P): “[...] the presentation part of the PPP requires more teacher talking time than it usually has when I'm applying any other activity related to the PBL, for example. Students are not so in control I am more in control even in the practice moment, I'm more in control”. In his perception, students’ complaints and lack of motivation increased as time went by and they became bored by the sequence, sometimes even comparing to the kinds of activities they had before the implementation of the PPP techniques or suggesting different ways to go around certain activities, as can be noted in the following lines: “So I have to say that after I have been applying the technique sometime, they felt a little bit bored about it. They felt like “oh teacher, again you're gonna teach us”, “we're gonna repeat?” “we're gonna have to practice?”, “why don't you ask us to do instead, and we go through the making of the activity ourselves and you help us?”, demonstrating they missed the autonomy they used to have in their regular project-based classes, when the teacher would mediate learning and not explicitly teach. When asked if students had so clearly noticed the difference, with no hesitation, Lucas said they had and that in the last classes he had to try to turn PPP into a more participative and flexible model in order to guarantee students’ engagement: “As time went by, we got a little bit like stuck, somehow. They felt like they were stuck. “Again, this part teacher?”, “Again a power point, teacher?”, “Again you're gonna write on the board a structure, teacher?” “Oh, my goodness we can't handle it anymore!”, they told me a lot about that in the last moments”.

Monica expresses her views on this matter by saying how difficult it was for her to apply these techniques and adopt a more traditional teaching style. Teacher-centeredness was, in the same way as in Lucas’ interview, also one of the aspects that came up. When talking

about students, she shares Lucas's perception that in the first classes of the experiment, they responded better, and as time went by they seemed bored: "sometimes I feel that I just can't get their attention like it's... it's difficult sometimes to start and then move on or like if it works during presentation when we go to practice they're already tired [...] then it doesn't work so well as I wished". Besides explaining the difficulties her students demonstrated with the technique, Monica was clear about what a struggle it was for her to adopt a more conventional teaching style: "I still don't feel comfortable with this, with this moment. Because, as I told you, sometimes we can't escape from this teacher-centered moment and... that we just... and...exposing, and like... writing the grammar structure on the board and then asking them: "guys, take a look here, now let's take a look at the negative"". But even though students demonstrated to be bored sometimes due to the explicit teaching moments, part of the Presentation stage, Monica controversially does not believe that it has affected the vital elements of the PBL approach; on the contrary, the project made more sense because they were using more English than they did before: "introducing more oral production and like in a systematized way, [...] actually increased that the project, the meaning of the project [...] in English because students got more familiar with the language and they felt more confident in using language like in communication situations [...] But I don't think we like, we lost the approach of PBL [...]".

As can be read above, the three teachers who applied the PPP sequencing techniques did not perceive an erasure of PBL core elements and gains, such as the presence of significant content, of life skills (problem-solving, critical thinking, collaboration, communication, and creativity), of in-depth inquiry. Younger kids did not show any evidence of boredom while the other groups demonstrated to be tired or upset at times after the PPP technique had been applied in some classes. Fourth graders had difficulty paying attention and getting involved and 7<sup>th</sup> and 8<sup>th</sup> graders verbally demonstrated their discomfort with excessive teacher-talking time, especially during the presentation moments. That being said, it can be assumed that some central aspects of PBL including student-centeredness and student's voice and choice were indeed affected by the implementation of the PPP techniques. It is likely that older and consequently more critical students were more capable of noticing those changes and verbalizing their discontent to their teachers, while very young learners might not have become aware of those changes and continued to be more directed by their teacher as young children usually demand. As discussed in Chapter 3, although PPP was one of the most popular instructional methods for decades, it has received much criticism after the sprouting of communicative approaches to teaching, from the 1990s on. Among the different negative criticism it has received (ELLIS, 2023; HARMER (2001); LEWIS, 1993; RICHARDS;

RODGERS, 2001; SCRIVENER, 1996; SKEHAN, 1996; WILLIS,1990; WONG; VAN PATTEN, 2003 cited in MAFTOON; SAREM, 2012), PPP is claimed to be coined on practices that are focused on form and not on meaning, sequenced as if language were learned sequentially, teacher-centered, based on decontextualized and meaningless drills. The last two aspects mentioned by scholars might enlighten both students' and teachers' perceptions of the effects PPP had on the group motivation and meaning making of the activities proposed.

The following section brings the final remarks which include (1) the conclusions drawn from the study, (2) the limitations and suggestions for further research in which the drawbacks faced throughout the research are discussed as well as the possibilities for new research are suggested, and (3) the pedagogical implications, in which the contributions of the present study to L2 learning and teaching are brought to light.

## 5.0 FINAL REMARKS

This chapter intends to present three closing topics. The first presents a summary of the main findings of the present study. The second points out the limitations of the study and brings suggestions for future research. Finally, the third refers to the pedagogical implications, based on the content presented and discussed throughout this research.

### 5.1 CONCLUSIONS

The main objective of this study was to investigate, from the teachers' perspective, if the introduction of systematized language teaching, more specifically the PPP sequencing, could help enhance students' use of L2 - English – in the oral production activities in classes that have PBL as a teaching approach. A secondary objective was to understand if the implementation of such techniques (PPP) would impact the core elements of the PBL approach, such as student centeredness, significant content, presence of 21<sup>st</sup>-century skills (problem-solving, critical thinking, collaboration, communication, and creativity), and the presence of in-depth inquiry. It was assumed that by having teachers implement PPP during a four-week period, meaning 20 hours of class for two groups and 12 hours for another group, they would be able to perceive if the introduction of PPP produced any changes concerning the use of L2 or the characteristics of the teaching approach.

In order to achieve the objectives of the study, four stages were designed. First, teachers answered a questionnaire (Appendix C) about their understanding and management of oral production. Second, teachers took part in a six-hour workshop about oral production and the premises of PPP and how these techniques were applied in L2 classes (Appendix G). Third, three participant teachers (referred to as “the treatment group”) applied the guided teaching techniques (PPP) in the following four weeks, in specific project-related speaking activities, while two other teachers (referred to as the control group) carried out their classes as they usually did. During this period, all five teachers were encouraged to register their perceptions regarding students' oral L2 use in project-related activities as well as a brief description of the activity proposed on solicited diaries (Appendices D and E for diary templates). Finally, the three participants who implemented the PPP techniques took part in a semi-structured interview (Appendix G) about their perceptions on the increase (or not) of the use of the L2 during the



oral production moments and the preservation (or not) of the core elements which constitute the PBL approach to teaching after the introduction of the guided PPP sequencing techniques.

Aiming at verifying whether they had different perceptions in terms of a possible increase of L2 use in moments of oral production, data from the treatment group (the group who introduced PPP techniques in oral activities) was compared to that from the control group (the group who kept the activities as they were initially).

Three main findings came out of the data analysis. The first one signals that, before any intervention was made (before the workshop about PPP and its implementation in the following classes), both treatment and control groups, participants had the perception that students' L1 (Portuguese) was most often used in oral activities related to the project in course. As to the reason for that, teachers pointed out two likely main motives, stating that one of them was the fact that Portuguese was easier, or more convenient, for students to discuss the complex project-related questions, and the other was due to the different levels of proficiency coexisting in the same class, which, in teachers' views, led learners to speak Portuguese to compensate for the lack of linguistic resources some students faced. That perception finds support in research in the field that question the effectiveness of PBL when it comes to developing speaking skills in L2 (FORD; KLUGE, 2015; HUMALDA; ZWAAL, 2016; YACOMAN; DIAZ, 2019; ZHOU, 2018).

The second finding signals that the three participants who applied the PPP sequencing techniques, in general lines, perceived that the systematization of the language, done through very clear language instruction moments, made it more evident to students what the linguistic objectives of the class were and, therefore, what was expected from them in terms of oral performance. Participants reported that students seemed more confident due to the introduction of the three stages (PPP) and, therefore, were able to perform most of the activities using the L2. Besides the confidence element, treatment group participants perceived that students were more aware of what they were supposed to learn and produce, which contributed to the use of the L2. That finds support in the critical review presented by Criado (2013), in which controlled practices, present in the PPP sequencing, are shown to enhance metalinguistic function, which makes students more aware of their L2 knowledge, and syntactic processing, which promotes and enhances "[...] learners' attention on the way they express their meanings using specific linguistic forms and will make them aware of how effective their verbalization is for being understood by the listeners" (CRIADO, 2013, p. 101).

The third finding signals that the three teachers who applied the PPP sequencing

techniques did not perceive a complete erase of PBL core elements such as the presence of significant content, collaboration, creative and critical thinking skills, decision-making abilities, communication, or in-depth inquiry once PPP was exclusively used at some specific moments whose focus was on language instruction or practice in a context of three-hour classes a day, using just a small part of the class period. However, from teachers' diaries and interviews, it can be understood that some central aspects of PBL, which include student-centeredness and students' voice and choice, were indeed affected by the implementation of the PPP techniques, especially in the classes of older students (Grades 4 and 8). Data analysis suggests that after the first classes of the implementation of the PPP techniques, older students' motivation fell gradually, especially in relation to the first stage of the sequence – the presentation moment. Boredom, predictability and lack of interest were perceived by teachers through students' words or attitudes toward some proposals. Even though PPP was one of the most popular instructional methods for decades, it has received a lot of criticism after the propagation of communicative approaches to teaching, from the 1990s on. Among the different negative criticism it has received, teacher-centeredness, decontextualized activities, sequence-driven rigidity and excessive repetition were some of the aspects pointed out by scholars (ELLIS, 2023; HARMER, 2001; LEWIS, 1993; RICHARDS; RODGERS, 2001; SCRIVENER, 1996; SKEHAN, 1996; WILLIS, 1990; WONG; VAN PATTEN, 2003 cited in MAFTOON; SAREM, 2012), which were also brought by students to their teachers. Next, the limitations of the present study as well as suggestions for future research are presented.

## 5.2 LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

Several are the limitations that a study of this kind faces. The duration of the study, the number of participants available to take part in the research, and the environment (infrastructure, personnel), among others, are some of the constraints that have to be overcome when the study is planned and designed. Like many case studies, this piece of research counted on a small cohort of participants, and therefore, conclusions drawn from the study should be relativized and not be understood as a clean-cut result. Moreover, although individual differences can be seen in the data collected, it is relevant to bear in mind that the five participants work at the same institution and are coordinated by the researcher. This may lead them to have similar classroom practices either because these practices are expected by the

institution or oriented by me.

In relation to the study's design, some limitations could also be perceived throughout the process. The period of time (four weeks) through which the PPP sequencing was implemented is a variable that could have led teachers to different perceptions in case it had been longer, for only project-related oral activities were considered for this study; therefore, some participants had a relatively small number of classes to analyze. Out of twenty classes of three hours each, participants registered the following number of speaking activities that were related to the project in course: Sandra (14 classes), Beatriz (09 classes), Anne (19 classes), Monica (11 classes). Lucas was the only participant who had a middle school group, and, for this reason, he had a total of 12 classes of three hours each, out of which he registered 11 containing project related speaking activities.

Still, regarding the design of the study, the research was conducted in classes of different ages, grades and levels of proficiency. Based on the results raised from the data analysis, it is known that these variables might have led to different outcomes, for it turned out that, as discussed in the previous sections, older students were more negatively critical about the implementation of the PPP sequencing while younger kids seemed to cope better with the changes in the methodology and did not reveal boredom or tiredness towards the three stages proposed (Presentation, Practice, Production). That becomes clear when Anne, who taught the youngest students in the experiment, explained that even though the experiment had ended two weeks before our interview, she kept using PPP because she noticed that students were using English much more (Appendix I for Anne's interview). However, Lucas and Monica, who taught 4<sup>th</sup> and 7<sup>th</sup> / 8<sup>th</sup> graders, suggested that there should be a way to turn the Presentation stage into something more dynamic, that took students' participation into consideration, if we intended to keep applying the PPP sequencing: "I think that we have to adapt PPP for PBL. [...] We don't need to have a presentation part where the teacher's gonna be talking all the time. We can make that part more flexible; we can use other techniques where students will be asked to be more active in that part instead of the teacher" (Lucas interview – Appendix P). "[...] we teachers, we need to start trying like, different approaches for this presentation moment. Try using movies or pictures, or I don't know uhm... role-play situations to introduce and review structure", and then Monica continues suggesting alternatives but not excluding PPP due to the linguistic gains it seems to have brought: "But I... I don't know I think we teachers, we need to figure out like different ways to present because this is important. They need to know what they're supposed (to do) ...". That perception sees eye to eye with what was stated by Maftoon and Serem (2012) and Criado (2013) in their critical reviews of PPP.

For the authors, there is no evidence that PPP is not effective as a teaching method. On the other hand, different approaches focused on meaning and communication have gained ground in the field. Both studies, as the participants from this study, propose that PPP should be used and tailored according to students' needs. "PPP has evolved over the years, cherry picking the more attractive elements of other approaches, and incorporating them into its basic format" (EVANS, 2008, p. 22 cited in MAFTTON; SAREM, 2012, p. 35). Criado (2013) also brings the changes PPP has undergone in the past years and how its softened version can correlate to communicative approaches: "Modern teaching materials are more flexible in the sequence they offer and abound in better contextualized aural and written dialogues, inductive (discovery learning) exercises, use of skill-based activities in-between the actual presentation and practice of language items" (CRIADO, 2013, 111).

Regarding the level of proficiency, Maftoon and Sarem (2012), based on Carless (2009), argue that "low achieving students probably learn better through traditional methods, such as P-P-P" (MAFTOON; SEREM, 2012, p. 34). The authors understand that PPP can be a beneficial technique when it comes to beginning learners. Monica's perception of the role students' level of proficiency played in the implementation of PPP is evident in some diary entries: "It is a very controlled practice; like, students just need to substitute food names and apply the structure "there be." This model works very well with students with more difficulties or not that fluent". In class diary 2, Lucas also registers a similar perception: "Students with less proficiency in the language were able to produce freely in their own way the speech required in the activity" (class diary 2).

Had it been possible to implement PPP techniques with half of each group and conduct classic PBL activities with the other half, teachers' perceptions on the effects of the introduction of PPP on students' oral production in L2 and on the on PBL traits might have been different (or not).

As discussed in the literature review, PPP can be considered the most popular methodology used in schools to teach languages worldwide (MAFTOON; SAREM, 2012). Due to its popularity and the experience of the group of participant teachers, the researcher might have taken the ease with which participants would carry the implementation of PPP techniques for granted. As planned, a six-hour workshop was given to teachers and, at that time, they demonstrated to be confident in the planning and application of the sequence. However, some of the diaries and interviews evidence that some of the participants faced a hard time planning the activities or managing time. Monica, for instance, shared her insecurities in the interview, demonstrating that sometimes she was not sure if the practice stage (which included written

activities) was, in fact, a practice to get to the oral production moment or if that would be considered a writing activity: “OK but this is not a practice, this is like writing, yes? Or a prewriting activity. Uh, so these steps were confused for me [...] So how can we, how can you start or present this grammar to go to the final production, oral production in the end? Maybe I took too much steps... I could make it simpler, maybe”. About the efficiency of PPP, the participant also questions herself: “So when we have something very effective it’s like.. too simple. Like just grammar applying lesson, you know? So it’s effective, it’s OK but what is the real communication situation here, yes? And the other skills? They can apply the grammar, but that’s it? So what is the context, the meaning of using that?” In class diary 2 she questions the possibility of organizing an oral production activity within the PPP sequence for the Math activities that were part of the project, demonstrating how challenging it was for her: “I was wondering how it would be creating and applying a PPP sequence for an oral production working with math in the project. How to make it interesting and enjoyable for students? Because I struggle with “presentation” moment sometimes”, which she ended up not doing, as reported in diary entry 3. Throughout the four-week period, Monica continues to show interest, curiosity, and doubts: “That makes me go back to a question and some difficulties while planning: how to propose speaking moments, related to the project, that don’t demand lots of information and content and previous work?” (Class diary 6).

Anne mentions the time factor in diaries number 3, 9, and 15, when activities normally took longer than she had planned for: “I felt like running out of time to complete the technique and plan, as the practice moment needed more time so they could feel more confident at the production, instead of reproducing what the first student say” (class diary 3). “Time was short, and we couldn’t produce oral activities (class diary 5).” “Time was short, we need to divide the technique into 2 days” (class diary 15). In relation to time, Monica also reported some drawbacks: “It took longer than I planned, but it was worth it” (class diary 1).

Most of the limitations aforementioned are foreseen in qualitative studies. Dörnyei (2007) compiles a series of already known and discussed weaknesses to the method, such as small sample sizes, risk of being researcher-biased, lack of methodological rigor and presence of complex theories which may hinder the validity of the study. On the other hand, the author also calls attention to strengths, such as its exploratory and complex nature, the possibility to search for “why’s”, the richness of material derived from data collection, and flexibility when needed which turn the research into an interesting path to address and closely analyze the variety of subjective aspects present in a class.

### 5.3 PEDAGOGICAL IMPLICATIONS

In the preface of the book “The Power of Project-Based Learning” (2016), Wurdinger reflects upon his own life as a student and tells the story of how, still in high school, he was discouraged by his guidance counselor to attend a four-year college and was told that, instead, he should start working in the trades or attend a junior college because of the poor results he had. One specific teacher, however, thought otherwise and supported him in this pursuit, which he ended up doing. His college education lasted eight years instead of the regular four, and that was not due to any difficulties he faced but because after a year of lecture-like theoretical classes and exams in the Biology course, feeling bored and demotivated, he would choose to take a break and live real experiences by working in projects that related to the exciting things he had been reading about, such as wolf trapping for research purposes, for instance. That would happen throughout his college life and become a pattern, one year in school and one year out in real life, seeking answers to his own interests and questions. Both the classes of the instructor who encouraged him to keep studying after high school and the practices he had between his theoretical studies at undergraduate school were based on experience; they were, as he calls them, “experiential learning”. Below he describes how these experiences have taught him not only content knowledge but life skills:

I remember very little about the books I read as an undergraduate biology student, but I can show you precisely how to set a number-fourteen leg-hold trap to catch a timber wolf to this day, and that was something I did back in 1979. My time away from school was filled with experiences like trapping and radio collaring timber wolves, working as a naturalist at a nature center, and helping organize and instruct adventure trips for organizations such as Outward Bound and the Prairie Mountaineers. What resulted was learning that was meaningful and relevant to my life at that point. The skills I learned went far beyond academic content and technical skills. I learned how to communicate, problem solve, manage my time, be responsible for my actions, and collaborate with peers. These skills were invaluable, and I owe these out-of-school experiences to learning life skills that I continue to use to this day (WURDINGER, 2016, xii).

PBL is a teaching approach that takes students’ voice and choice into account during the process of answering questions and solving problems that matter and make sense to learners, for “[...] PBL involves students in creating knowledge and solving problems by engaging in purposeful, real-world interdisciplinary activities (DIONNE; HORTH, 1994 cited by BECKETT; SLATER, 2020, p. 04). This is what Wurdinger refers to when he recalls experiences he has had as a student, and what makes PBL such a rich approach to teaching is the fact that it brings experiences that are lived in the real world into the classroom and connects them to academic

content. PBL is about integrating content and language learning in a student-centered context. through research and in-depth inquiry. As argued by several authors, this study also understands that second language use cannot be left aside once it will not be acquired only by immersive input (SWAIN, 2000). Therefore, approaches to address language content might be needed in PBL contexts. Stollers's step sequence of what she calls "students' preparation" by the teacher (2006) and Kuo et al.'s (2020) proposal of "Language as Action" in PBL class designs demonstrate that there must be room for the systematized teaching of language. In this piece of research, PPP sequencing techniques were the systematized language teaching introduced in order to observe if learners' use of the L2 could be enhanced during speaking activities. From the data collected and analyzed, it can be said that teachers perceived students more aware of the language taught and willing to try to apply what they had worked on during the PPP sequence in the speaking activities, meaning that students were more likely to use the L2. However, it can also be said that older students demonstrated to be less motivated and bored after the first classes in which PPP was implemented. At the same time, teachers reported feeling uncomfortable with the teacher-centeredness perceived, especially in the Presentation stage. The results show that PBL could count on the introduction of systematized language teaching practices and that PPP does not come into the scene as an attempt to replace or erase PBL core elements, which are considered essential for the 21st-century needs. On the contrary, PPP can become an ally to PBL as long as the necessary adjustments are made, such as described by Criado (2013) when she refers to a "softened version" of PPP that can be comfortably combined with communicative approaches - and why not with PBL.

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## APPENDIX A – TCLE

UNIVERSIDADE FEDERAL DE SANTA CATARINA

Termo de Consentimento Livre e Esclarecido – Participantes

Olá, você está sendo convidada a participar de um projeto de pesquisa sobre a Abordagem Baseada em Projetos. Você foi selecionada pois faz parte do grupo de professores do English Club do Colégio São José em Itajaí, SC, Brasil. Esse estudo está sendo conduzido por Nicole Vieira da Rosa Tontini (mestranda no Programa de Pós-Graduação em Inglês) e orientado pela professora doutora Donesca Cristina Puntel Xhafaj. Pedimos que você leia estas orientações e esclareça suas dúvidas antes de concordar em participar do estudo.

**Objetivo da Pesquisa:** O objetivo deste estudo é investigar a percepção de professores sobre suas dinâmicas nas aulas que utilizam a abordagem baseada em projetos.

**Procedimentos:** Você será solicitada a participar das seguintes etapas: (1) previamente responder as perguntas de um questionário que será disponibilizado em arquivo digital ou em papel; (2) participar de dois momentos de formação com carga horária de 3 horas cada dia que acontecerão em duas noites ou manhãs, durante o mês de agosto; (3) aplicar as estratégias descritas na pesquisa e discutidas nos encontros de formação em suas aulas durante um mês e registrar suas percepções em um diário durante este período, sem sua identificação ou de seus alunos. Este registro também poderá acontecer em momento de aula ou planejamento e (4) finalmente, participar de uma entrevista semiestruturada com a pesquisadora a fim de compartilhar suas percepções. Esta entrevista será gravada em material de áudio, através do registro de sua voz, apenas.

**Haverá algum risco na realização dessas tarefas?** As tarefas desse estudo se aproximam do padrão de pesquisa realizado em inúmeros estudos com professores participantes e, desta forma, oferecem riscos mínimos. Como possíveis riscos, podemos antecipar sentimento de ansiedade ou cansaço no momento de responder ao questionário, de preencher o diário ou de participar da entrevista. Os diários serão preenchidos durante o período de aula ou de planejamento, não demandando presença em horário alternativo. Já a entrevista e questionário acontecerão fora do horário de aula, e é esperado que o tempo de participação nestas etapas seja de no máximo 2 horas (uma hora para cada instrumento). Este horário será previamente combinado com cada participante a fim de tornar o encontro o menos difícil possível para o participante. Com intuito de minimizar a ansiedade que o preenchimento diário poderá trazer, haverá orientações de como fazê-lo em momento de formação previsto no desenho do estudo. A fadiga durante a participação nos momentos de formação também

pode ser considerada um fator de risco e, para minimizar tal sentimento, os encontros serão realizados em horários previamente combinados com o grupo de participantes.

Ao falar sobre suas percepções, emoções e crenças em relação ao processo de ensino e aprendizagem talvez sejam mobilizadas e é possível que você se depare com sentimento de frustração e angústia, porém, conversar sobre tais sentimentos pode ajudar a ressignificar as emoções negativas.

É importante frisar que a sua participação na pesquisa não irá lhe trazer nenhum risco com relação à sua função de professor na instituição em que trabalha.

**Haverá algum benefício?** Refletir sobre como as aulas são planejadas e desenvolvidas e propor possíveis caminhos para tirar o máximo de proveito desses momentos pode contribuir para sua prática enquanto professor de língua inglesa.

**A sua identidade será revelada?** Apesar de tomarmos todo tipo de precaução possível para evitar a quebra de sigilo, existe uma chance de que você, no futuro, reconheça a identidade de algum colega quando a pesquisa for publicada e pequenos excertos das entrevistas sejam utilizados como ilustração para a interpretação de resultados. A fim de evitar isso o acesso aos dados será restrito às duas pesquisadoras e pseudônimos serão utilizados nas publicações.

**Haverá acompanhamento de alguém?** Sim, durante todo o processo a pesquisadora assistente estará disponível para que quaisquer dúvidas sejam atendidas.

**A participação nessa pesquisa é obrigatória?** Não. A participação é totalmente voluntária. Esse documento é um convite. Caso haja a recusa na participação isso não acarretará nenhum prejuízo a você. Durante toda a pesquisa, você tem o direito de não responder a qualquer pergunta feita pelos pesquisadores. Mesmo se não tiver interesse em contribuir com dados para a pesquisa, você poderá participar do workshop de formação em APP se assim desejar.

**Haverá alguma despesa?** Não, não estão previstos gastos nesta pesquisa, porém caso você tenha alguma despesa, comprovadamente em decorrência dela, você será ressarcida.

**Haverá benefício financeiro?** Não. A participação na pesquisa é voluntária e não envolve dinheiro, mas caso você venha a sofrer qualquer prejuízo decorrente de sua participação nessa pesquisa, você será indenizada de acordo com a legislação vigente.

**É possível desistir de participar ou cancelar essa autorização?** Sim. É possível cancelar a participação a qualquer momento da pesquisa sem prejuízo para você. Isso pode ser feito através do meu telefone (47) 99181-7404, e-mail: [nicolevrtontini@gmail.com](mailto:nicolevrtontini@gmail.com) ou pessoalmente. Ademais, há a garantia do livre acesso às informações da pesquisa. Informo ainda que minha orientadora poderá também ser

contatada através do e-mail: [donesca@hotmail.com](mailto:donesca@hotmail.com) ou do seguinte endereço: Universidade Federal de Santa Catarina. Centro de Comunicação e Expressão – CCE “B” – Sala 221. Campus Universitário – Trindade – Florianópolis – SC – CEP: 88.040-900.

Caso você queira, poderá ainda entrar em contato com o Comitê de Ética em Pesquisas com Seres Humanos (CEPSH) da UFSC, órgão colegiado interdisciplinar, deliberativo, consultivo e educativo, vinculado à Universidade Federal de Santa Catarina, mas independente na tomada de decisões, criado para defender os interesses dos participantes da pesquisa em sua integridade e dignidade e para contribuir com o desenvolvimento da pesquisa dentro de padrões éticos. O contato com o CEPSH pode ser feito presencialmente na Universidade Federal de Santa Catarina, Prédio Reitoria II situado no 7º andar, sala 701, da Rua Desembargador Vitor Lima, nº 222, no bairro Trindade em Florianópolis, SC, CEP: 88040-400. O contato também poderá ser realizado através do telefone: (48) 3721-6094 ou do E-mail: [cep.propesq@contato.ufsc.br](mailto:cep.propesq@contato.ufsc.br). Os procedimentos metodológicos adotados obedecem aos preceitos éticos de pesquisa, conforme normatizados pela resolução do CNS 510 de 2016.

Os pesquisadores se comprometem a seguir tal resolução; bem como, declaram conhecer e cumprir os requisitos da Lei Geral de Proteção de Dados (Lei No 13.709, de 14 de agosto de 2018) quanto ao tratamento de dados pessoais e dados pessoais sensíveis.

Esse documento deverá ser assinado em duas vias, todas as páginas rubricadas, ficando uma via com você e uma com o pesquisador. A assinatura desse documento me permite usar os dados coletados para posterior divulgação de acordo com o acima estabelecido. Assinando o consentimento pós-informação, você consentirá com o uso dos dados coletados para a pesquisa.

Muito obrigada,

\_\_\_\_\_  
Nicole Vieira da Rosa Tontini  
Pesquisadora assistente

\_\_\_\_\_  
Donesca Cristina Puntel Xhafaj  
Orientadora

Consentimento Pós-Informação Eu, \_\_\_\_\_

(nome completo), fui esclarecida sobre a pesquisa “Produção oral em segunda língua na aprendizagem baseada em projetos: percepção do professor sobre a Implementação de práticas guiadas”.

Itajaí, \_\_\_\_\_ de \_\_\_\_\_ de 2022.



## **APPENDIX B – Autorização do Responsável Legal da Instituição**

Eu, Altair Antônio Claro, diretor do Colégio São José localizado na cidade de Itajaí, Santa Catarina, declaro para os devidos fins e efeitos legais que tomei conhecimento da pesquisa “Produção oral em segunda língua na aprendizagem baseada em projetos: a percepção do professor sobre a implementação de práticas guiadas”, sob responsabilidade da Profa. Dra. Donesca C. P. Xhafaj e, como responsável legal pela instituição, autorizo a sua execução e declaro que acompanharei o seu desenvolvimento para garantir que seja realizada dentro do que preconiza a Resolução CNS 510/16, de 2016 e complementares.

Itajaí, 13 de julho de 2022.

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Altair Antônio Claro

## APPENDIX C – Questionnaire

Name: \_\_\_\_\_

Group you teach: \_\_\_\_\_

We inform that this questionnaire has the exclusive purpose of contributing with data to the research on the use of communicative approaches in the teaching of English as a second language. Your answers will in no way interfere with your status as a teacher at the institution where you work.

1. Do you use the Project Based Approach (PBL) in your classes?

(     ) Yes     (     ) No

2. What are the principles (key elements) of the PBL approach?

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3. What do you understand by “moments” or “activities” of oral production in L2 (English)?

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4. Do you usually plan L2 oral production activities for your classes? How do you do it? What are your goals in doing so?

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5. Do you prepare your students for oral production activities? If so, how do you do this preparation?

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6. When students are in pairs or groups discussing questions or doing activities related to the project they are working on, do you notice that they use more English or Portuguese? Why do you think this happens?

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7. Are there moments of oral production in L2 in class that do not involve the project students are working on? If so, can you describe how these moments happen? What are they about?

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## APPENDIX D – Workshop Design

	Sequence of Activities	Materials Used
Section 1	1. Elicit from teachers what their understanding of oral production is, how often these moments happen in their class, and how they plan for these activities.	
	2. In groups, teachers will discuss the questions below using their background knowledge and the information they could grasp from the paper they will have previously read: <ul style="list-style-type: none"> <li>• What kinds of practices do you normally use to develop your students oral skills?</li> <li>• Are they effective? Why, why not?</li> <li>• From the practices presented in the paper, which ones are you familiar with? Which ones do you believe to be effective? Which ones have you not used so far? Why?</li> <li>• Make a list of 5 kinds of project related activities that demand speaking skills from your students.</li> <li>• When students are developing a project-related activity like the ones you listed, do they normally use Portuguese or English? In which situations do they use one or the other? Why do you think that happens?</li> </ul>	GARBATI, Jordana F.; MADY, Callie J. Oral skill development in second languages: a review in search of best practices. <b>Theory and Practice in Language Studies</b> , v. 5, n. 9, p. 1763-1771, 2015.  Questions will be displayed on a PowerPoint file.
	3. Share answers with the whole group.	
	4. In an open group, elicit from participants what they know about the PPP technique	
	COFFEE BREAK	
	5. Show videos and discuss them.	<a href="https://www.youtube.com/watch?v=jF19Rp2GDgM">https://www.youtube.com/watch?v=jF19Rp2GDgM</a> <a href="https://www.youtube.com/watch?v=VYWp8cFTbro">https://www.youtube.com/watch?v=VYWp8cFTbro</a>
	6. Analyze a class from an English coursebook and identify the steps of PPP preset in the didactic sequence. Then, open for discussion: <ul style="list-style-type: none"> <li>• What do you think of this sequence?</li> <li>• Do you think it is effective?</li> <li>• Do students have the chance to speak? How authentic is it?</li> <li>• Considering the project-related oral activities, do you believe it is possible to implement PPP techniques?</li> <li>• If so, how could it be done?</li> </ul>	Coursebook: Learn With Us. Level 5. Oxford University Press.
	7. History, main concepts of PPP will be addressed in a PowerPoint presentation. Teachers will be encouraged to express their views about it and relate it to their practices.	CRIADO, Raquel. <b>A critical review of the Presentation-Practice-Production Model (PPP) in Foreign Language Teaching</b> in R. Monroy (Ed.), Homenaje a Francisco Gutiérrez Díez (pp. 97-115). Murcia: Edit.um, 2013. ISBN: 978-84-15463-55-9

Section 2	1. Warm Up – review the main concepts addressed the day before through a game	
	2. In pairs, teacher will choose one of the activities they listed the day before (Moment 2) and design a didactic sequence which includes PPP techniques.	
	3. Sharing the didactic sequence with the whole group and reflecting upon the possible outcomes: <ul style="list-style-type: none"> <li>• What seem to be the benefits of this technique?</li> <li>• What might be the drawbacks?</li> <li>• Can PPP be implemented in a PBL class?</li> </ul>	
	COFFEE BREAK	
	4. Present the instrument – Diary <ul style="list-style-type: none"> <li>• Ask teacher’s about the role a diary in real life.</li> <li>• Ask them if they remember any famous diaries in history and what they were used for (Anne Frank, a Whimpy Kid, Che Guevara).</li> <li>• Present diaries as research instruments.</li> <li>• Distribute the diary templates teachers are going to use and exploit it with them</li> </ul>	DÖRNYEI, Zoltán. Research Methos in Applied Linguistics: quantitative, qualitative and mixed methodologies. Spain: Oxford University Press, 2007.
	5. Discuss the concept of “teacher’s perception” – Elicit what participants already know and introduce Da Silva’s definition.	DA SILVA, Marimar. Constructing the Teaching Process from Inside Out: How Pre-service Teachers Make Sense of their Perceptions of the Teaching of the Four Skills. <b>Teaching English as a Second or Foreign Language</b> . Volume 9, Number 2, September 2005.
6. Present videos of two different ESL classes around the world and have teachers fill out a diary as an exercise of registering their perceptions on students L2 use.	<a href="https://www.youtube.com/watch?v=RLWTuauUrKo">https://www.youtube.com/watch?v=RLWTuauUrKo</a>  <a href="https://www.youtube.com/watch?v=EXdMsKJjp_c">https://www.youtube.com/watch?v=EXdMsKJjp_c</a>	

**APPENDIX E – Participant’s Diary Template (Treatment Group)**

In order to preserve your students identity, we suggest that when necessary to name a student, refer to him or her using numbers: “Student 1, Student 2” and so on.

Teacher: \_\_\_\_\_

Class diary \_\_\_\_\_

My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

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Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

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## APPENDIX F – Participant’s Diary Template (Control Group)

In order to preserve your students identity, we suggest that when necessary to name a student, refer to him or her using numbers: “Student 1, Student 2” and so on.

Teacher: \_\_\_\_\_

Class diary \_\_\_\_\_

Were there project-related speaking activities in my class? How did students perform during these moments? Were they able to use English? My view, feelings, and perceptions regarding the use of English by students during oral production moments:

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Brief description of the project-related speaking activity proposed today and students’ response to it:

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## **APPENDIX G – Interview Questions**

1. How did you feel about making use of guided practice techniques during oral production moments?
2. Could you notice any changes during the oral production moments? Which ones?
3. Do you believe your students use of English was increased?
4. Why do you think that happened / did not happen?
5. Were the project-based learning approach principles affected by the implementation of PPP techniques?



## APPENDIX H – Questionnaires Answers

Teacher's name: Anne

Group you teach: Kids II (4 years old)

We inform that this questionnaire has the exclusive purpose of contributing with data to the research on the use of communicative approaches in the teaching of English as a second language. Your answers will in no way interfere with your status as a teacher at the institution where you work.

1. Do you use the Project Based Approach (PBL) in your classes?

( X ) Yes ( ) No

2. What are the principles (key elements) of the PBL approach?

Collaboration, solving (real problem), authenticity, students voice and choice and final product.

3. What do you understand by “moments” or “activities” of oral production in L2 (English)?

The moments of oral production in L2 are the activities where students can use the language they have learned by modeling, peer working, role plays, singing, reading or giving information to an audience.

4. Do you usually plan L2 oral production activities for your classes? How do you do it? What are your goals in doing so?

I plan oral production activities for my classes by giving the students the opportunity to use English to speak to their classmates by showing their work/activity and telling what they made by modeling a structure, role plays, and songs. The goals are practice oral skills and also develop their social skills and identity.

5. Do you prepare your students for oral production activities? If so, how do you do this preparation?

I prepare my students by modeling the structure or presenting it as song.

6. When students are in pairs or groups discussing questions or doing activities related to the project they are working on, do you notice that they use more English or Portuguese? Why do you think this happens?

My students usually discuss using L1, and use the words or sentences that they already know in English, if it comes easily in their minds, they use also as an opportunity to speak up.

7. Are there moments of oral production in L2 in class that do not involve the project students are working on? If so, can you describe how these moments happen? What are they about?

The moments of oral production in L2 in class that do not involve the project are the prayer moment when student make their personal prayers by saying (Thank you, God.../ Please God bless...); to talk about their preferences at lunch or snack time (I like/ I don't like); to ask some kind of material; and in games.

Teacher's name: Beatriz

Group you teach: CLUB 5 – 5<sup>th</sup> grade

We inform that this questionnaire has the exclusive purpose of contributing with data to the research on the use of communicative approaches in the teaching of English as a second language. Your answers will in no way interfere with your status as a teacher at the institution where you work.

1. Do you use the Project Based Approach (PBL) in your classes?

(X) Yes ( ) No

2. What are the principles (key elements) of the PBL approach?

- Challenging problem or question
- Sustained inquiry
- Authenticity
- Student voice & choice
- Reflection
- Critique & revision
- Public product

3. What do you understand by “moments” or “activities” of oral production in L2 (English)?

They are activities that focus on having students practice/reinforce/review/expand functions, structures or reach a communicative goal using L2. These activities might be more controlled and have a more predictable outcome (e.g., a “find someone who” activity), or less controlled and have a more creative outcome (e.g., a poster presentation).

4. Do you usually plan L2 oral production activities for your classes? How do you do it? What are your goals in doing so?

Besides doing the speaking activities that the Learn With Us book proposes, I also plan oral production activities that are related to the project that students are currently working on. When preparing these activities, I consider the genres, pieces of vocabulary, functions, tenses, formality, and communicative goals that are involved in the language of the project/area of knowledge, as well as the final product/final presentation. My goal is to offer students the tools to navigate the project/area of knowledge in English.

5. Do you prepare your students for oral production activities? If so, how do you do this preparation?

The steps I usually take are:

- Call students’ attention to a useful language box on the board, on their books or on their worksheets
- Modeling in open group (teacher – student)
- Modeling in pairs (student – student)
- Choral repetition
- Practice

6. When students are in pairs or groups discussing questions or doing activities related to the project they are working on, do you notice that they use more English or Portuguese?

Why do you think this happens?

When it’s a less controlled activity, they use more Portuguese for sure. I believe most of them resort to their mother tongue when faced with words or expressions that they don’t know how to say in English. Others, however, are OK when speaking English with me, but feel uncomfortable/too vulnerable when speaking with classmates.

7. Are there moments of oral production in L2 in class that do not involve the project students are working on? If so, can you describe how these moments happen? What are they about?

Yes, there are. Students speak English during circle time, warm-up activities, board games and when they do the oral production activities from their Learn With Us books. Also, when students are using interactional language, classroom language and making small talk.

Teacher’s name: Monica

Group you teach: Club 4 (Grade 4)

We inform that this questionnaire has the exclusive purpose of contributing with data to the research on the use of communicative approaches in the teaching of English as a second language. Your answers will in no way interfere with your status as a teacher at the institution where you work.

1. Do you use the Project Based Approach (PBL) in your classes?

(  ) Yes    (  ) No

2. What are the principles (key elements) of the PBL approach?

Resolution of a real problem, students' voice and choice, development of the 21<sup>st</sup> century learning skills, integration of the areas of knowledge, teachers' as mediators.

3. What do you understand by “moments” or “activities” of oral production in L2 (English)?

Moments in which students can describe, present, and speak about a topic or a “product”; perform dialogues, sing songs, express what they think or want.

4. Do you usually plan L2 oral production activities for your classes? How do you do it? What are your goals in doing so?

Yes, I do, especially when using the book, because there are already lessons designed for oral practicing. When I plan these moments by myself, I follow the structure of class “present – practice – production”. My goals are making students feel confident using L2, “recycling” structures and vocabulary learned in a context of a conversation, and, sometimes, using “oral production activity” as a writing exercise warm up.

5. Do you prepare your students for oral production activities? If so, how do you do this preparation?

Yes, I do. I use the “presenting – practicing/modeling – production” dynamic.

6. When students are in pairs or groups discussing questions or doing activities related to the project they are working on, do you notice that they use more English or Portuguese? Why do you think this happens?

They use more Portuguese. I think because it's more convenient. Students feel excited about the project, but some of them don't know how to express all their ideas in English yet, while a

part of the group, which has a good proficiency, kind “gives up” of speaking English because their classmates won’t be able to understand them.

7. Are there moments of oral production in L2 in class that do not involve the project students are working on? If so, can you describe how these moments happen? What are they about?

Yes, there are, in Learn with us books and free interactions between students and I. In the books they are related to the unit topic and grammar structures presented. In free interactions we talk about what Ss like, how their weekend was, things that happened to them, their impressions about the routine or silly things someone does.

Teacher’s name: Lucas

Group you teach: CLUB 7 (Grade 7 and 8)

We inform that this questionnaire has the exclusive purpose of contributing with data to the research on the use of communicative approaches in the teaching of English as a second language. Your answers will in no way interfere with your status as a teacher at the institution where you work.

1. Do you use the Project Based Approach (PBL) in your classes?

( X ) Yes ( ) No

2. What are the principles (key elements) of the PBL approach?

Theme to explore; a driving question; researching and organizing moments with students; a final product as an answer to the driving question; a real audience to present the results or final product

3. What do you understand by “moments” or “activities” of oral production in L2 (English)?

Activities for students to practice speaking by using prompts, plays, dialogues. It can be applied in many ways such as controlled practice or a freer practice

4. Do you usually plan L2 oral production activities for your classes? How do you do it? What are your goals in doing so?

Yes, I do. Activities related to a certain situation that will lead into knowledge required to answer the driving question of the project, sometimes I also plan to practice specific language syntaxes

5. Do you prepare your students for oral production activities? If so, how do you do this preparation?

Yes, I do. I practice specific vocabulary or structures before the application of a freer practice. One easy way of preparing students is by using videos or modulating pronunciation.

6. When students are in pairs or groups discussing questions or doing activities related to the project they are working on, do you notice that they use more English or Portuguese?

Why do you think this happens?

They usually use Portuguese because it's easier for them to express complex opinions by using their mother language, once not all of the students have the same proficiency in English they also come from different processes of studying English.

## APPENDIX I – Class diaries by teacher Anne

### Class diary 01

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

Students responded very well to the presentation and practice moments. At production, 4 students could use L2 to express themselves, but the others used L1.

Students 10 used L2: “My name is Snowland” during production, but forgot the correct structure “I went to”.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Presentation: Vacation day: “I went to the beach” with flashcards

Practice: Chair Dance – use images on the board for visual support. Draw your vacation.

Production: Show to classmates and explain in English where did they go on vacation.

### Class diary 02

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

Students showed so difficult to produce by themselves the structure (Can you help me find my hat?) using the vocabulary (winter clothes). Student 1 said? “Please my hat?”; and Student 5 said: “Please find my scarf?”, Student 6 said: “Can you find my *bolsa*?” creating a handbag using playdough for the practice and production moments. The felt confident in the practice activity where they played hide and seek.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Warm up: Storytelling “Froggy gets dressed”

Present: Hide and seek with winter clothes

Practice: Creating clothes with playdough, fabric, buttons and scissors. Show and tell page 18  
(Listen and say)

Production: Act it out using the clothes created with playdough

### Class diary 03

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

Today the class was involving the project (Penguins) where students were exploring the weather related to the winter. They used Math skills to count and compare the “snowflakes” and then they did a snowman craft for the oral production moment. I felt like ruining out of time to complete the technique and plan, as the practice moment needed more time so they could feel more confident at the production, instead of reproducing what the first student say (My snowman has one head). I was surprised by how they used the L2 trying to communicate themselves in the oral production. Some lines said in Production:

Student 2: My snowman is one head.

Student 6: My snowman has no mouth

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Present: Run and get Game – Organize ss in two groups, so they need to run and get the correct quantity of cotton balls by listening to the teacher: “The snowman has 5 snowflakes”



Practice: Create and snowman craft and repeat: My snowman has 2 eyes/My snowman has 1 scarf...

Production: Present the craft to classmates using the presented structure: My snowman has.....

#### **Class diary 04**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

As today we had some unexpected situations, I could not follow the planner and apply all the steps regarding to PPP. We went outside to production moment, but not all the students used L2 to describe what they saw using the presented structure and vocabulary. Most of them didn't produce oral language as proposed. The plan was related to the project, so they could explore the season winter and its features.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Warm up: Song

Presenting: Flashcards and visual images (colors, leaves, fruits, flowers, insects)

Practice: Repeat: I see .... ..

Production: Walk outside and say what do you see in the trees.

#### **Class diary 05**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

Today we used the material Show and Tell to review the parts of the body and introduce the parts of the penguins body (comparing to our body), exploring the theme of the PBL. Students were cheerful to talk about their activity and show it to the classmates during the production

moment. Student 1 said: “My name is monster has 2 purple eyes.”, and Student 12 asked for some help saying: “Como se fala mesmo?”.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Warm up: Penguin Dance

Present: Parts of the penguin body. Listen and move: “Student 2 has 2 legs”, so S2 had to stand up and move the part of the body.

Practice: Show and tell Activity Book page 37 – Count and say the parts of monster body, then color and decorate with glitter.

Production: Present the activity to the classmates by saying the structure: My monster has 3 eyes.

### **Class diary 06**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

The use of the PPP techniques were related to the PBL theme, where students tried out the penguin’s abilities. As in the previously class the students practice the structure “Penguin has .....”, some of the students were confused about presented struture (“The penguin can waddle”). Some of the students didn’t participate of the production moment, and instead they just kept quiet or using body language to mime the presented vocabulary (penguin’s action: waddle, dive, slide, jump, swin).

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Warm up: Storytelling: An Emperor Egg – Martin Jenkins

Present: Penguin moviments – “The penguin can .....”

Practice: Penguin movement activity – Do and repeat

Production: Mimic game – Elicit one student to do the mimic, and the classmates need to say “The penguin can .....

### **Class diary 07**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

Class about review the family members and presented the structured “It’s dad”/”Where is mom”. Most of the students used the structure in the production moment during the game “Hide and Seed” with flashcards.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Warm up: Video penguin family

Present: Where is ...../ It’s dad - Flashcards

Practice: Show and tell Activity Book page 20 and 22

Production: Hide and Seek game with flashcards.

### **Class diary 08**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

Today class was regarding father’s day vocabulary and the structure was easily used by the students.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Warm up: Video barbecue with dad. Talk about the family moments during barbecue/grill time

Present: Who is this? This is dad... / I love you, dad/ You are the best

Practice: Show and tell Activity Book page 20 -

Production: Record videos for Father's day

### **Class diary 09**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

Father's day is coming and we did some activities to prepare for this special day. We recorded the video practicing some vocabulary words. Time was short and we couldn't produce oral activities.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Warm up: Grilling Video Kids

Present: Realia – Show the items and talk about the moment with family (Barbecue time)

Practice: Record the video by repeating the sentences. Craft Father's day card.

Production:

### **Class diary 10**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

Today we prepare the gift for Father's day, the kids use the structure "I can [mix][add]" to make the barbecue salt. The kids felt confident to talk about what they can do. The structure was simple and easy to produce. Some of the sentences that they said at production moment was: "I can dance", "I can jump", "I can mix", "I can run"...

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Warm up: Father's day song

Present: Present the ingredients and explore them (taste, smell, touch). Repeat: I can smell/ I can mix/ I can touch

Practice: Prepare the salt and say: I can add/ I can mix

Production: Play mimic and say the sentence

### **Class diary 11**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

We used math to compare the height with the Emperor penguin. As students got a ribbon represent their height they could compare with classmates and use different objects to measure. They used the structure “I am [7 markers] tall”. Most of the students said “I am [10 toys]” missing the word “tall” as talking about their height.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Warm up: Pictures of different penguins

Present: Measure the kids with a ribbon and compare with the real size image of the Emperor penguin

Practice: Use different objects to measure the ribbon and say: I am 10 blocks tall

Production: Pile the objects and say: I am 10 blocks tall

### **Class diary 12**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

As yesterday we measure students' height, today we compare the foot size with the emperor penguin and also measured it with blocks and shapes. I felt students a little bit bored during the production moment, and as they had the yesterday structure in their minds, they said "I am 5 circles" instead of "My foot is 5 circles long", so production felt more like the practice. It would be interesting to divide the plan into 2 days, so they could have more time to practice.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Warm up: Simon says

Presentation: take out their shoes and compare their feet. Use blocks to measure. Repeat: My foot is 10 blocks long

Practice: Trace their foot and glue shapes to measure it. Ask students: "How long is your foot?", so they could count and practice the sentence.

Production: Show and tell moment

### **Class diary 13**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

During the class students were encourage to associate the 1<sup>st</sup> letter for some objects. They used the structure "D is for dog". During the production they called the names of their friends and family saying "M is for Maria"; "D is for Daniela", "P is for Patricia".

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Warm up: ABC Song

Present: Project vocabulary and images (penguin, fish, aquarium, bus). Reproduce the words with realia alphabet.

Practice: Show and Tell Activity book page 51 and 53 – Color and match the letter and the image (J is for juice/ K is for Kite/ L is for leg)

Production: Run and touch the letter. Create a sentence with the elicited letter

#### **Class diary 14**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

During the class students practice the alphabet and the songs of the letter to associate to an object. They used the structure “D is for dog”. During the production they pointed to the images in their workbook saying with autonomy: “F is for fish”; “D is for duck”, “E is for elephant”. Since we did the same practice on class 13, we used the time to prepare the deals for our field trip (Class 15).

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Warm up: Good Morning Song

Present: No

Practice: Show and Tell Activity book page 31 – Color the object and match with the 1<sup>st</sup> letter.

Production: Say the sentence: C is for cat

Wrap up: ABC Alphabet Phonetics

#### **Class diary 15**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

Today we practice the structure “I like” to talk about our favorite part of the aquarium. The structure was presented as we saw some pictures of our field trip. They repeated after each image and then they practice talking about their preferences with some help. Time was short, we need to divide the technique into 2 days.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Warm up: Simon says

Present: Show pictures from field trip and use the structure “I like the”

Practice: Cut and paste the picture of a Magellanic Penguin forming a puzzle. Repeat: I like the Magellanic penguin

Production:

### **Class diary 16**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

We explore the parts of our body and compare with the penguin, and as the oral structure was presented before, they students could improve the structure by saying it in the negative form. . Most of the students were able to produce and talk about the penguin’s body using the model in the affirmative or negative form. Student 12 practice but couldn’t produce saying: “Eu não sei como se fala”; even the students who had some difficult to produce, they tried using some words in L1 saying: “Penguins don’t have cabelo” (Student 3)

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Warm up: Head, shoulders, knees and toes.

Present: Video – Magellanic Penguin video – parts of the body, repeat and touch

Practice: Coloring the work sheet and repeat: Penguins have beak/Penguins don’t have mouth

Production: Say and point: Students need to produce the sentence and classmates need to move the part of the body.

### **Class diary 17**



- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

Today the was related to the project. One of the questions raised from the students was “How do the penguins get warm in cold places?”. So today we did some experiments using water and different kinds of materials. They could evaluate if the material was dry or wet and as oral produce they would say: “The paper is wet”, “The penguin is dry”, “The feather is dry”. Few students used the structure to talk about the experience, and the other used only the words “dry” or “wet”. They were so excited to splash water and touch it and couldn’t express themselves with words.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Warm up: Dance and Freeze

Present: Magic box – presenting the materials (fabric, feather, paper and plastic)

Practice: Experience: splashing water in the materials to see adherence of water

Production: Paint the penguin with crayon, splash water and use the structure to talk about the experience.

### **Class diary 18**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

Today we described the pets presented in our material “Show and Tell”. As we used the structure before, to talk about the penguin’s part of the body, the students was confident to produce in L2. The structure was “The dog has tail” and some of the student used L1 to complete the sentence, as Student 7 said “The dog has lingua”. I notice during oral production some of the students mixed the structures, for example, Student 3 said “Dog is mouth”. Couples of students whom usually don’t attended every day classes, or arrived late, had some difficult producing during this month, student 8 “Penguin feet”, and student 12 usually asks for some help saying “Como se fala mesmo?”, and today he recited “shoulders” instead of using the structure

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Warm up: Flashcards run

Present: Show and tell page 78 – Song: I have a pet

Practice: Show and tell activity book page 79 – Color and match

Mimic

Production: Say a sentence and the classmates need to act it out: “The lion has a mouth”

### **Class diary 19**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

In your material we studied about the pets and their characteristics. To present, we played hide and seek with the flashcards. The kids talked about their favorite pets by saying “I like turtle”. All the students participated of the oral production.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Warm up: Flashcards hide and seek

Present: Show and tell page 80 – Story: I like pet

Practice: Show and tell activity book page 79 – Color

Production: Say what is your favorite animals

### **Class diary 20**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

Today’s class was related to the project. As we craft a penguin with toilet paper roll, we practice the structure “The [belly] is [white]”. The students were able to produce oral skills with autonomy to talk about the parts of the animal’s body and their color.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Warm up: Simon says

Present: Use student's pets (pictures) to talk about the parts of the body and their colors.

Practice: Craft Penguin Toilet Paper Roll

Production: Use stuffed animals to talk about their parts of the body.

## APPENDIX J – Class diaries by teacher Sandra

### Class diary 1

- Were there project-related speaking activities in my class? How did students perform during these moments? Were they able to use English? My view, feelings, and perceptions regarding the use of English by students during oral production moments:

Yes, they enjoyed the activity but used mostly Portuguese. Some students used keywords and structures in English when asked but none of them used whole sentences in its correct form in English.

- Brief description of the project-related speaking activity proposed today and students' response to it:

Kids would take turns going to the board to draw and explain the most important thing they did on their vacation.

### Class diary 2

- Were there project-related speaking activities in my class? How did students perform during these moments? Were they able to use English? My view, feelings, and perceptions regarding the use of English by students during oral production moments:

There were no project related activities in today's class because we took the day to get up to speed on the materials.

### Class diary 3

- Were there project-related speaking activities in my class? How did students perform during these moments? Were they able to use English? My view, feelings, and perceptions regarding the use of English by students during oral production moments:

Yes. Students recurred to Portuguese every time they wanted to express a new thought, but whenever they were referring to the tips we had seen on the video, they would try to start the sentence as it was written on the board. The most developed students could say the complete

sentence in English and complement with Portuguese, but the ones who have a harder time speaking would use key words in English but the structure in Portuguese.

- Brief description of the project-related speaking activity proposed today and students' response to it:

We saw 2 instructive videos on how to spot fake news, discussed and listed the tips on the board together. They registered it and chose one to represent in a picture.

#### **Class diary 4**

- Were there project-related speaking activities in my class? How did students perform during these moments? Were they able to use English? My view, feelings, and perceptions regarding the use of English by students during oral production moments:

Yes. They were able to use some English in this activity, especially the vocabulary that was used on the description of the project. Most of them still used the biggest amount of structure in Portuguese, with key words in English.

- Brief description of the project-related speaking activity proposed today and students' response to it:

I wrote a challenge on the board and asked students to find solutions to it, write it down and present them to me.

#### **Class diary 5**

- Were there project-related speaking activities in my class? How did students perform during these moments? Were they able to use English? My view, feelings, and perceptions regarding the use of English by students during oral production moments:

There were no project related speaking activities because we used this day to work the book and put somethings in our classroom in order

#### **Class diary 6**

- Were there project-related speaking activities in my class? How did students perform during these moments? Were they able to use English? My view, feelings, and perceptions regarding the use of English by students during oral production moments:

Kids had many ideas but they had a hard time expressing them in English. They would start the sentence in English but quickly change to Portuguese.

- Brief description of the project-related speaking activity proposed today and students' response to it:

The kids were invited to think of a relation between Father's Day and our project, and how could we work both together.

### **Class diary 7**

- Were there project-related speaking activities in my class? How did students perform during these moments? Were they able to use English? My view, feelings, and perceptions regarding the use of English by students during oral production moments:

Among themselves they used very little or no English at all, even when I asked them to use expressions they knew. When I asked them direct questions about what they were doing, most of them answered in English, but some would still use only Portuguese.

- Brief description of the project-related speaking activity proposed today and students' response to it:

We were putting together a collective board to expose some of our production related to the project. I asked them to decide among themselves how to slip the work so everybody would work on something and discuss those decisions in English.

### **Class diary 8**

- Were there project-related speaking activities in my class? How did students perform during these moments? Were they able to use English? My view, feelings, and perceptions regarding the use of English by students during oral production moments:

No, there were no project related oral activities.

### **Class diary 9**

- Were there project-related speaking activities in my class? How did students perform during these moments? Were they able to use English? My view, feelings, and perceptions regarding the use of English by students during oral production moments:

They used the key words and some students were able to use the structure used on the example, but most of them spoke more Portuguese than English.

- Brief description of the project-related speaking activity proposed today and students' response to it:

They were asked to talk about the things they most enjoy doing with their father's, after a few oral examples by teacher. Some key words were put on the board.

### **Class diary 10**

- Were there project-related speaking activities in my class? How did students perform during these moments? Were they able to use English? My view, feelings, and perceptions regarding the use of English by students during oral production moments:

Firstly, they were mostly reading what they had written, so only English was used with success. When asked to elaborate past the written part, they did use more English than Portuguese, especially the words that were used on the written part.

- Brief description of the project-related speaking activity proposed today and students' response to it:

When they finished producing the written activity (a ways to solve a problem related to fake news) they were asked to describe them.

### **Class diary 11**

- Were there project-related speaking activities in my class? How did students perform during these moments? Were they able to use English? My view, feelings, and perceptions regarding the use of English by students during oral production moments:

The students made good use of English, they still needed some words in Portuguese, but since the subject had been worked before, it seemed to be easier to use the vocabulary.

- Brief description of the project-related speaking activity proposed today and students' response to it:

Making a link to previously done activity, we transformed the ideas we had to solve that specific problem into tips that could be applied to any similar situation, talked about it as a group and wrote their ideas on the board.

### **Class diary 12**

- Were there project-related speaking activities in my class? How did students perform during these moments? Were they able to use English? My view, feelings, and perceptions regarding the use of English by students during oral production moments:

The students used English a lot for this activity, they still used words in Portuguese and asked for translation sometimes, but with a little help would express ideas mostly in English.

- Brief description of the project-related speaking activity proposed today and students' response to it:

We discussed the format in which the project will be done (final product) and made a posterior register of our ideas.

### **Class diary 13**

- Were there project-related speaking activities in my class? How did students perform during these moments? Were they able to use English? My view, feelings, and perceptions regarding the use of English by students during oral production moments:

They answered mostly in Portuguese, but used vocabulary from the book in English mixed in the sentence.

- Brief description of the project-related speaking activity proposed today and students' response to it:



We worked pages of the math book and extended what we saw to problems related to the project. Teacher asked questions and students answered orally.

#### **Class diary 14**

- Were there project-related speaking activities in my class? How did students perform during these moments? Were they able to use English? My view, feelings, and perceptions regarding the use of English by students during oral production moments:

There were no project related oral activities today, because the book work took longer than expected.

#### **Class diary 15**

- Were there project-related speaking activities in my class? How did students perform during these moments? Were they able to use English? My view, feelings, and perceptions regarding the use of English by students during oral production moments:

This activity had very little success in bringing out the use of English, the students would appeal to the use of gestures instead of the L2, and when couldn't express themselves they would just use Portuguese, due to the anxiety of a competitive situation.

- Brief description of the project-related speaking activity proposed today and students' response to it:

The kids were asked to play board games against each other in small groups and reminded to communicate only in English if possible.

#### **Class diary 16**

- Were there project-related speaking activities in my class? How did students perform during these moments? Were they able to use English? My view, feelings, and perceptions regarding the use of English by students during oral production moments:

During the discussion, the students could express in English their ideas that involved the robotics components that they were familiar with, as well as the materials we often use. When they wanted to say something but didn't know the word for it, they would ask one specific student that knows a great deal of vocabulary.

- Brief description of the project-related speaking activity proposed today and students' response to it:

After showing them a few suggestions, we discussed as a group our robotics ideas for the "quality information" project. As the kids would come up with ideas, the teacher would draw and write the key words for them on the board.

### **Class diary 17**

- Were there project-related speaking activities in my class? How did students perform during these moments? Were they able to use English? My view, feelings, and perceptions regarding the use of English by students during oral production moments:

There were no Project related oral activities

### **Class diary 18**

- Were there project-related speaking activities in my class? How did students perform during these moments? Were they able to use English? My view, feelings, and perceptions regarding the use of English by students during oral production moments:

The students used mostly Portuguese, but when reminded by the teacher to use English they tried very hard, and most of them could do English only sentences when the question asked provided them with the necessary structure, but otherwise would get frustrated and go back to Portuguese very fast.

- Brief description of the project-related speaking activity proposed today and students' response to it:

We had a conversation about the course of our project: what was missing from the things they wanted to do, what our next step should be, how long it would take and how it was going to finish.

### **Class diary 19**

- Were there project-related speaking activities in my class? How did students perform during these moments? Were they able to use English? My view, feelings, and perceptions regarding the use of English by students during oral production moments:

The dialog was mostly lead by the teacher, but whenever the students wanted to ask a question they would use Portuguese, while answers following a structured questions were mostly done in english.

- Brief description of the project-related speaking activity proposed today and students' response to it:

Using the tips we learned about quality information and fact checking, we corrected pages worked on the book and made sure all the answers were correct based on real tangible facts. We discusses what we were doing before, during and after.

## **APPENDIX K – Class diaries by teacher Monica**

### **Class diary 1**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

It wasn't really a project-based because we've just returned from winter break, and I wanted students to talk about what they did during this period in English. So, I applied PPP techniques and I felt students were very comfortable in speaking English because they were familiar to the expressions and excited about the topic of the conversation. I got happy and proud of them, and it was nice to notice that the sequence (PPP) worked in that case. It took longer than I planned, but it worth it.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Presentation: First we played "Swap places if" with winter break activities ss might have done. Then I asked students to list the action verbs presented in the sentences and elicited what could complete the verbs (ate + food, traveled + to + city). I wrote them on the board, we practiced pronunciation, intonation.

Practice: So, I asked ss to use the models on the board and tell a friend 3 things they did in the break, and once the finish, they could talk to another person. SS were really chatting in English!

Production: Then I erased all the models from the board and asked to each student share 3 things they did with the whole group. They were secure and conscious about what they wanted to say. Some of them stayed on the "easy path", just saying short sentences, but others developed their speaking, using conjunctions, giving details and presenting a very fluent intonation and flow.

### **Class diary 2**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

I didn't plan a speaking activity for the morning, because Tuesday is the day we usually work with the math book. But, I had two feelings/impressions/thoughts about oral production during the morning, which were:

1. As students started reading the chapter of the book to each other, when the exercises appeared on the page, they continued speaking in English, telling the calculations (numbers and operations) all in English. It was very nice. Once the exercise got more challenging, they turned to Portuguese, even then they were talking to me.
2. I was wondering how it would be creating and applying a PPP sequence for an oral production working with math in the project. How to make it interesting and enjoyable for students? Because I struggle with "presentation" moment sometimes.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

It doesn't apply.

### Class diary 3

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

Activities in the class today didn't contemplate oral production. They were directed to receptive skills. During the class I was wondering what I could have proposed to insert a moment of oral production or how to use their writing production in a speaking situation, but I really couldn't think in something, neither when I was planning the day nor this morning.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

It doesn't apply.

### Class diary 4

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

We had a moment of oral production that was presented in the book (Learn with us). Students were already familiar with vocabulary and structure (have got), so the dynamic of the exercise seemed to work very easily. It was funny because even during "practice" moment, some

students started to use “do you have...?” instead of “have you got...?”. The conversation was about what kids in the chapter of the book had in their plates for lunch. One more thing that I’ve noticed is that some of them, especially students that are new in the program, just answered with a simple “yes” or “no”, while some students that are in English club for more years could apply the whole short answer. Students 1 and 2, that are almost fluent in L2, in less than 2minutes, came to me to tell that they had done all the possibilities of the conversation and that exercise didn’t make sense anymore, haha.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

There was a picture of students in a line at the school canteen. These students’ names were played in a record. Each one of the students is holding a plate with different pieces of food. The book presents a dialogue in which 2 kids play “guess who I am”, so one asks the other the food he/she has got.

In practice, we just checked grammar, pronunciation, and intonation. Then I gave instructions for them to play the game by themselves.

In production they just continued the game, changing the option of food in the questions.

### **Class diary 5**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

No speaking activities were planned for this morning, but just to record, we had a Minecraft moment, and while playing it they were all speaking and interacting in Portuguese. I still don’t see how we could have a speaking English time using Minecraft; maybe having a very “controlled” activity, and my only ideia, for now is using the building for textual production and oral presentation.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

It doesn’t apply.

### **Class diary 6**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

I had a great expectation about this class, because last week PPP moments worked nicely, and I planned two speaking activities for the morning. But it totally flopped. Students were not in the mood of having classes in the first part of the morning. We were working with the book and reviewing structure there be. They were very familiar with this structure so I thought

“production” moment would be very productive. But class management didn’t work, they were not paying attention to the “presentation” moment, so the rest of the sequence was “meh”. And we started to run out of time, they wanted to go to the break, I wasn’t feeling that good because of familiar problems, so I also kind gave up of that activity.

After the break I brought a project activity that I think it was super cool, but I totally planned time for it wrongly. I wanted them to go around school, to collect data, to discuss results and to participate of a kind of “debate” in 50 minutes. Of course, it wasn’t possible, because they spent the 50 minutes in that field work, collecting data (observe the exhibition about countries and tick some rubrics). I got happy because Ss really enjoyed the activity and, as a teacher, I felt that we’re doing PBL, but oral production involving the project is going to happen just next week now.

That makes me go back to a question and some difficulties while planning: how to propose speaking moments, related to the project, that don’t demand lots of information and content and previous work? In this case, in the end, I wanted Ss to talk about the exhibitions expressing arguments and criteria that they must have in mind when they prepare their fair.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

I am going to copy from the planning, because it’s a lot! (maybe is it why I got lost?)

Sequence 1:

Presentation: observe pages 48 and 49. Aks Ss what there are in the picture. Highlight the structure “there be”.
Practice: In pairs, Ss tell each other what there are in the scene/picture.
Presentation: Play audio in activity 4 and review “there be” in affirmative, negative and interrogative forms.
Practice: Students practice the conversation adding more vocabulary of food.
Production: Students ask each other about there are in their pencilcases, classroom, backpack, etc.

### Class diary 7

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

Oral speaking wasn’t contemplated this morning. However it’s valid to record: we had math this Tuesday, and the topic was really challenging. They ALL ran to Portuguese: to do the calculations, to express they weren’t enjoying it. And I made all the way in English, trying to use examples in the project context. Didn’t work.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

It doesn't apply.

### **Class diary 8**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

Oral speaking wasn't contemplated this morning. We just did project research, reading and filtering information.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

It doesn't apply.

### **Class diary 8**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

PPP wasn't contemplated this morning.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

It doesn't apply.

### **Class diary 9**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

PPP wasn't contemplated this morning.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

It doesn't apply.

### **Class diary 10**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

PPP was contemplated in a book activity, which is related to one of themes of the project: food. We started the class a little bit late, because Ss had homework from regular school, and it took more time than we expected. I needed to skip the warm-up. The structures and context of the language were presented in a video of the material and most of the Ss seemed very familiar to it (Would you like some...? Can I have some...? Sorry, there is any). The idea was using playdough, creating pieces of food and having a role-play game for production, but because of time, it wasn't possible, because we had exercises on the book to do and project research after break. But I still want to use this strategy in another opportunity because we are going to review and use those chunks in future moments.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Warm up: model pieces of food with playdough.

Presentation: video and structures on page 50.

Practice: repetition, practicing dialogue in pairs using the prompts and substituting the food and exercises on page 50.

Production: Prompts and Role play without showing them prompts.

### Class diary 11

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

We had an oral production moment that was proposed in a kind of “debate”. Students did an investigation around school in which they had to rate the exhibition about World Cup participant countries. So, for oral production, they should be able to discuss about some of the works displayed. I felt very satisfied with the result because it involved students’ field work, and I felt the process made sense for them. And, also, because it was super related to the project. It wasn't just an “applying grammar role-play situation”, but, a real communicative moment. I think that was the first time I could see Student 3, which has a great comprehension and a wide lexical range, really speaks fluently. Looking at her, I could observe that she was processing all that information giving her own meaning using English, a nice tone of voice, intonation, and “mannerisms” of the language. She used “like” in the beginning of the sentence and completed what another student said using “I agree with Student 4 when she speaks ...”.

Other thing I felt/noticed: Ss with advanced English were super excited to participate and discuss in front of the class. Beginners needed to be encouraged and stayed in a “safe” zone, using the prompts presented on the board. Just one student was not able to elaborate sentences, so I needed to model the sentences again, even very simple ones, as “The decoration is beautiful”.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:



After field work, for presentation, I asked students to tell expressions we use to express someone our opinion. They listed some adjectives and the structures: “I think...”, “In my opinion...”, “For me, ....”. I wrote them on the board and added “I agree” and “I disagree”.

For practice moment, students, that were sitting in pairs, should discuss their impressions about the exhibition. For that, they should use the prompts on the board and the checklist done in the investigation. So, they just needed to match one of the prompts with the rubrics of the checklist.

### **Class diary 12**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

PPP wasn't contemplated this morning.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

It doesn't apply.

### **Class diary 13**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

Oral production wasn't contemplated this morning.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

It doesn't apply.

### **Class diary 14**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

I'm not sure if we had an oral production this class, but it was a preparation for this moment. Students are going to interview a guest living in Croatia, so in this morning we worked on elaborating questions to ask him. In presentation moment, in which I alternated scaffolding,

questioning and explicit teaching, I only had more fluent students' participation. They could easily make/speak 5 different questions using the same question word in 10 seconds. These students also included questions using past participle structures, which was not presented in the videos I brought to review "question words". In practice moment, all students looked to be engaged asking questions to each other, but I noticed some of the answers were just "yes" and "no", so maybe it demanded instructions and a presentation moment including how to answer questions properly. But how to do it without having a long and boring presentation moment of 30 minutes? And also, I still feel very a kind of confused and clumsy with PPP in oral production, because of this mix of listening, comprehension and writing exercises in the process. Maybe I am idealizing too big or complex tasks? Some students struggled with "where" pronunciation.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

For presentation, I played 2 video songs reviewing "question words". As a "while listening" exercise, Ss needed to match the word with the kind of information wanted (person, place, time or date, specific information, habits...)

In practice, after reviewing structures, practiced pronunciation, we created questions with each one of them. Students repeated the ones sang in the song, adapted them, and also created some original ones.

As a little bit less controlled practice, Ss were supposed to write 5 questions using different questions words to ask a friend. Most of the students created original questions, and the ones who did it fast, I asked to write 5 questions more. After it, students had 5 minutes to talk among themselves and ask each other their "questions".

The final "production", in oral aspects, is interview our guest in a video conference tomorrow. But for this class, continuing "Practice", in a big group work, we wrote a script for the interview, addressing questions related to the project and general questions about our guest.

Video presented: [https://www.youtube.com/watch?v=CH\\_RfP46xUw](https://www.youtube.com/watch?v=CH_RfP46xUw)

### **Class diary 15**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

It's our interview day, and Ss' participation was fantastic! Before we moved to the conference room, we practiced, very quickly, the pronunciation and intonation of the questions. Once we started the interview, students became protagonists as English-speaking students and, specially, researchers. It was another moment that I felt "Oh my god, we are doing a project! This is really investigation and students are really acting as global citizens right now". Ss had a paper with the questions because they also had to take notes, but even some of them were checking the question on the paper, they knew what the question was about (because they were free to pick the question they wanted) and asking Diego a question had a purpose for them. All students introduced themselves in the beginning of the meeting and some of them still confuse "I am 10 years old" with "I have 10 years old". There is only student who didn't have initiative to

participate, and it is a student with some difficulty, not only in English. This particular student has been showing himself very disorganized and not concentrated lately. Well, I really felt proud of the students. They were amazing.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Presentation and Practice were done in Class 14. In production, students had free interaction and participation in the interview.

### Class diary 16

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

In this class we could match an activity proposed in the book with the theme of the project. Students were reading about nutrients and healthy eating since last week, so today they created a craft of a “healthy lunch”. The craft part took a while, so in this class we stopped on “Production” moment, which was also a “post-reading” activity from a text in the book. The oral production is presenting their healthy food to the class, describing the food and nutrients that there are on the plate.

It is a very controlled practice; like, students just need to substitute food names and apply the structure “there be”. This model works very well with students with more difficulties or not that fluent. In the class, Ss also needed to write a short paragraph describing the food on the plate, and it was funny to notice how some students, even with the examples on the board and on the book, used “have” to tell the food. “Have fish and chicken. Fish have protein”, while the examples suggested “There is protein in fish”. Two students used the argument that the meaning was the same, so they just agreed in correcting the grammar: “Fish has protein”. It is nice and interesting observing how oral production and writing in L2 are so closely connected, because Student7 writes exactly how he speaks.

Ok, I’m rambling on here.

Oh, and something that happened is that good part of the students didn’t have much previous knowledge about nutrients, and I was pretty sure they had. So, the thing kind of flopped.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Presentation: Watching Ash’s presentation video.




2 Talk about Ash's project. Use these words.

Practice:

- Solving exercises on page 47.
- “A healthy lunch” craft and writing a short paragraph to describe it.

**My project** Think! Plan! Do! Lesson 8 & 9  
Watch & Listen

1 Look at Ash's project plan. Read and complete. Listen and check.



**My healthy lunch**

bread rolls, chocolate pudding, rice, strawberries, vegetables

- There's some fish.
- There are a lot of vegetables.
- There's a little rice.
- There are a few strawberries.
- There aren't any bread rolls.
- There isn't any chocolate pudding.

2 Choose food and drink for a healthy lunch. Plan, write and draw.

<input type="checkbox"/> meat	<input type="checkbox"/> rice	<input type="checkbox"/> nuts	<input type="checkbox"/> fruit
<input type="checkbox"/> fish	<input type="checkbox"/> salad	<input type="checkbox"/> water	<input type="checkbox"/> yoghurt
<input type="checkbox"/> pasta	<input type="checkbox"/> vegetables	<input type="checkbox"/> juice	<input type="checkbox"/> biscuits
<input type="checkbox"/> bread rolls	<input type="checkbox"/> raisins	<input type="checkbox"/> milk	<input type="checkbox"/> puddings

**My healthy lunch**

- There \_\_\_\_\_ a lot of \_\_\_\_\_
- There \_\_\_\_\_ a little \_\_\_\_\_
- There \_\_\_\_\_ any \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Production: Planned for another day

**Class diary 17**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

Oral production wasn't contemplated this morning.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

It doesn't apply.

**Class diary 18**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

Oral production wasn't contemplated this morning.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

It doesn't apply.

### **Class diary 19**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

In this class, Ss talked about their craft "A healthy lunch" created in class 16. I would describe it as an "efficient activity" or oral production. Ss have been working on this structure for 3 weeks, so it seemed to be an easy-going moment for them, I mean, specially thinking and talking about the less fluent students. But it's that thing we had discussed in our teachers' meeting: what is the real situation of communication here?

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Presentation/Practice: Baamboozle game using the structure "There be".

Production: Students presented each other their healthy lunches craft.

### **Class diary 20**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

Oral production wasn't contemplated this morning.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

It doesn't apply.

## APPENDIX L – Class diaries by teacher Beatriz<sup>13</sup>

### Class diary 1

- Were there project-related speaking activities in my class? How did students perform during these moments? Were they able to use English? My view, feelings, and perceptions regarding the use of English by students during oral production moments:

Yes. Students were able to create the KWL chart that was proposed, but they used English + Portuguese in their sentences. Example:

Student 1: Vamos botar que sabemos que o nome do gás de água é water vapour.

Student 2: Eu não sabia. Bota também que precipitation pode ser snow too.

However, when talking to me, most students spoke only in English. When presenting their ideas to the other group, all students spoke English. It's very difficult to have students negotiate in English when in pairs or groups, even when there are language hints on the board.

- Brief description of the project-related speaking activity proposed today and students' response to it.

In two groups of 6 students each, they had to create a KWL chart related to the water cycle. Language hints were on the board, which students repeated before starting the group work. When they were done, they had to present their ideas to the other group. Even though their work was being constantly monitored and they were being encouraged to speak English, most sentences they produced when talking to each other were in Portuguese or half in Portuguese half in English.

### Class diary 2

- Were there project-related speaking activities in my class? How did students perform during these moments? Were they able to use English? My view, feelings, and perceptions regarding the use of English by students during oral production moments:

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<sup>13</sup> Beatriz only handed in diaries related to classes in which project-related speaking activities were planned.

Yes. Students were able to match the slips of paper with questions/answers about the water cycle in pairs, but they used mostly Portuguese in the sentences they produced. Example:

Student 3: Acho que essa é a resposta daquela lá, ó. First water condensates, then it precipitates.

Student 4: Tá certo. Mas e a de cima? Será que é hail?

Students used English successfully when reading the sentences during correction time.

- Brief description of the project-related speaking activity proposed today and students' response to it.

In pairs, students had to read, discuss and match questions and answers related to the water cycle, then paste the slips on posters. Open group oral correction.

### **Class diary 3**

- Were there project-related speaking activities in my class? How did students perform during these moments? Were they able to use English? My view, feelings, and perceptions regarding the use of English by students during oral production moments:

Yes. Students performed really well, since the brainstorming happened in open group and they were talking to me mostly. Portuguese was used only when they wanted to ask how to say a specific word in English. I've noticed that they perform much better and feel much more at ease speaking English when they're talking to me than to their peers.

- Brief description of the project-related speaking activity proposed today and students' response to it.

In open group, students look at the letters on the board and try to come up with words related to the water cycle that start with those initials. Once a student was able to come up with a word, he/she was encouraged to say a sentence in English using that word. Example:

Student 5: Snow starts with S!

Teacher: Yes, good job! Can you say a sentence with the word snow?

Student 5: Snow is a kind of precipitation.

### Class diary 4

- Were there project-related speaking activities in my class? How did students perform during these moments? Were they able to use English? My view, feelings, and perceptions regarding the use of English by students during oral production moments:

Yes. Students were able to create the posters that were proposed, but they used English + Portuguese in their sentences when talking to each other. However, this time I took a more active role in encouraging them to speak English. Example:

Student 1: Acho que tem que desenhar mais pedrinhas aí no fundo do terrário.

Teacher: Student 1, do you remember the word we learned to talk about the first layer of our terrarium?

Student 1: Yes, teacher. Pebbles.

Teacher: That's right. And how can you make that suggestion to Student 2 in English?

Student 1: Draw more pebbles there, Student 2.

I've noticed that when given a model of what to say, students feel more confident to speak English. However, this is only true when monitored. When they're on their own, they're back to producing only in Portuguese.

- Brief description of the project-related speaking activity proposed today and students' response to it.

In three groups, students created large posters showing some of the activities/experiments we've already done. They were supposed to give suggestions and make decisions in English, but they did it only when being monitored and elicited.

### Class diary 5

- Were there project-related speaking activities in my class? How did students perform during these moments? Were they able to use English? My view, feelings, and perceptions regarding the use of English by students during oral production moments:

Yes. In the same group from activity 4, students had to create and practice presentations describing the activities they represented on the posters. Since this time I kept a PPT slide projected on the board with examples of sentences they could use, their oral production increased. However, when talking to their group members, I noticed they used funny voices



when speaking English. When I asked them why they had changed their voices to speak to one another in the target language, some answered that speaking English with their friends is “cringe”.

- Brief description of the project-related speaking activity proposed today and students’ response to it.

In three groups, students created and practiced presentations describing the activities they represented on the posters during activity 4. Students were very excited and engaged, and had an increased oral production possibly due to the PPT slide mentioned about and the constant monitoring.

### Class diary 6

- Were there project-related speaking activities in my class? How did students perform during these moments? Were they able to use English? My view, feelings, and perceptions regarding the use of English by students during oral production moments:

Yes. In the same group from activities 4 and 5, students presented their posters to other clubs during social moment. Since students had practiced a lot in class and at home, most of them were able to use English without reading their lines. However, they still have a hard time remembering to speak English when they want to say things such as “é minha vez”, “o volume tá baixo, teacher”, “posso treinar mais uma vez?”.

- Brief description of the project-related speaking activity proposed today and students’ response to it.

In three groups, students presented their projects to other clubs during social moment. They had already practiced their lines several times, so students were confident and enthusiastic about this moment.

### Class diary 7

- Were there project-related speaking activities in my class? How did students perform during these moments? Were they able to use English? My view, feelings, and perceptions regarding the use of English by students during oral production moments:

Yes. Since there was eliciting and modeling involved, students were able to give their opinions successfully and ask questions in English about their classmates’ preferences. During this

activity I noticed that because students were going to interact in open pair, they wanted to know the exact pronunciation of words, as well as the best way to express what they wanted.

- Brief description of the project-related speaking activity proposed today and students' response to it.

First, with their eyes closed, students listened to a story about the journey of a water molecule throughout the water cycle. After that, I elicited some ways they can ask/give opinions and express preferences in English. Finally, each student talked about his/her favorite part of the story and justified it, then answered his/her classmates' questions.

### **Class diary 8**

- Were there project-related speaking activities in my class? How did students perform during these moments? Were they able to use English? My view, feelings, and perceptions regarding the use of English by students during oral production moments:

Yes. Students were successful describing their drawings in English. When in doubt, they asked for my help, repeated the new words and incorporated them to their stories. Their performance in this activity was better than I had expected. Since the modeling was not done by me, but by the story narrator, I thought it would be harder for them to grasp what they were supposed to do. They did a great job, though.

- Brief description of the project-related speaking activity proposed today and students' response to it.

First, with their eyes closed, students listened to a story about the journey of a water molecule throughout the water cycle. After that, I elicited some ways they can ask/give opinions and express preferences in English. Finally, each student talked about his/her favorite part of the story and justified it, then answered his/her classmates' questions. Later, students had to create a different water molecule journey, draw it and tell the story to their classmates.

### **Class diary 9**

- Were there project-related speaking activities in my class? How did students perform during these moments? Were they able to use English? My view, feelings, and perceptions regarding the use of English by students during oral production moments:

Yes. During this activity it was for possible for me and for students to realize how much they had learned so far. They remember most of the concepts and could form sentences with the key words. When answering the questions, however, they tended to say just a word or two and not the full sentence. At other times, they answered half in English half in Portuguese. For example:

Question: What causes rain to fall from the sky?

Student 8: A cloud fica muito heavy de water molecules e daí chove.

- Brief description of the project-related speaking activity proposed today and students' response to it.

Students played a snakes and ladders board game about concepts related to the water cycle and terrariums. Each time a students landed on a question mark on the board, he/she had to pick a card and answer a question or create a sentence with a key word.

## APPENDIX M – Class diaries by teacher Lucas<sup>14</sup>

### Class diary 1

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

Students followed the steps of the class, they showed engagement in the drill and pronunciation moment and were able to solve the activities proposed, even students with difficulties. However, in the production moment, Student A was very nervous and not feeling confident enough. Students B showcased knowledge, but anxiety made her mistake. Overall, students were engaged in the production which made the class a productive one despite students' difficulties.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Students were presented the vocabulary of large numbers and the meaning of Space Deloris.

### Class diary 2

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

During the presentation part students were aware of the simple present structure by showing off that they had studied before and that they were familiar with the rules and the usage of it however some students showed off less interest in the class. In the practice section, students were confident and showed that they knew how to use the structure to produce what was asked of them, later on I showed students what they have to do by themselves, they got together and started to prepare their presentations with their peers. In the production part students showed up confidence to prepare their presentation, however during the presentation half of the students kept producing the same mistakes as before. Students with less proficiency in the language were able to produce freely in their own way the speech required in the activity.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

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<sup>14</sup> Lucas's group was formed by 7<sup>th</sup> and 8<sup>th</sup> graders. Therefore, he had classes three afternoon per week, which comprises a total of 12 classes of three hours each in four weeks – period of the experiment.

Students were invited to build a spaceship installation and present it to their classmates. They were taught how to make sentences of basic facts by using the present simple.

### **Class diary 3**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

The presentation part was a focused moment, students have showed focus and availability on repeating the expressions and understanding what they were used for. In the practice moment they brought the idea of separating the class into two groups to simulate a debate where they had to use the words they had learned before; this action shows up their interaction in the activity and their interest and confidence on performing what had been asked for them during this part of the class. Practice was also a moment to adjust students' performances while they were encouraged to speak using the target language.

In the production part of the class, students were highly confident to use the language they have learned showcasing confidence and domain of the expressions. Student A was a standout one, he suddenly used the expression by incorporating it into his speech in a way he had never done before. Student B was also another standout, she would often resort to use the target language. The production part of the class was very participative and students in overall were determine to use the language as their main source for communication.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Students have had a field trip about the project they are working on and they had to discuss what they had experienced during the field trip. The class was organized by introducing to students linking words, expressions for opinions and arguments, Students practiced before they hade to apply it by freely talking of their own experiences.

### **Class diary 4**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

Class started with the presentation and as I was teaching students and asking them to repeat the usage of the word I could realize that their receptivity in the activity was cold compared to the ones where they are often ask to perform freely. In the practice moments they showed up a good performance while applying the rules in the writing activities. When students were asked to

perform freely the speech by using the words learned, some students were more accomplished than others, there had been two students who weren't able to perform freely without the teacher and classmate's help. The usage of English has been encourage but there are some things to be overcome such as the adaptation of the activities for the level of the students who still showcase difficulties while performing freely what's asked of them.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Using the student book, students have learned about the usage of words such as “either” and “neither”, these words were used to describe astronauts' images and their belongings. Students were invited to talk with their classmates about the images they were observing.

### **Class diary 5**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

Ss haven't showed too much excitement about the presentation segment of the class, now that they have been introduced to this class organization, they know that this part is more of being aware of what the teacher wants them to learn and less about they being participants on the learning, so they immediately showed up their frustration of having to go through the segment. I was able to include them more on this segment by asking them read the definitions and to come up with conclusions on how to use the language target. In the practice segments they were more excited, mainly because there weren't any written activity this time around. For the production part they were asked to advice their classmates to consume what like such as films, books and other pop culture material about science fiction, during the production part Ss have showed more confidence to use the target language however two students in the groups weren't able to fully perform the activity. As a result for the whole process it's safe to say that the use of English in class has been escalating ever since the start of using the PPP.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Ss were taught how to use the modal verb “should” in all forms to express advices, they were also taught how to use chunks to further explain their advices in their speeches. They were asked to advice their classmates about random science fiction films, books or videogames. This language was used as a tool for students to be able to talk about the narratives they have been making during the progress of the project.

### **Class diary 6**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

Listening audios have been a great strategy to keep students focused in the target language, while they were listening to the audio and later when they were presented the language, Ss have showed interest and focus while making them available to practice the dialogue on modeling the pronunciation and eliciting the meaning of the expressions. Practice have also been done confidently, Ss have written and practiced the expressions, the use of English was certainly increased, Student A, for example during practice, was asked by Student B a random question and she was able to respond it with the expression she had just been taught. During the production part half of the class were able to freely perform a dialogue by using the expressions while others had to resort to classmates and teachers for support.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Using the textbook Ss were taught how to give opinions, agreeing, and disagreeing. They were presented to the expressions in the language through a dialogue, they practice the dialogue and further produced their own conversation.

### Class diary 7

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

Students were introduced to the vocabulary by using images and short definitions, they practice vocabulary by repeating it and then applying the words in vocabularies. They all seem to understand the words easily. During the production part, they were engaged on talking about the topic due to the relation it had with real life, so they were able to use the vocabulary to talk about the zodiac case, some students were still in need of assistance, but overall they were able to use the target language.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Students were presented vocabulary about ciphers and encrypted messages, they practice words by applying them on vocabularies, they had to talk about the topic by using the vocabulary learned.

### Class diary 8

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

During the presentation part of the class, students were highly excited because they had a lot to discuss about their own tastes on movies and films. Later on, they practice the words with a crossword which they happened to do it quite easily, they were again asked about how to give advice of movies based on the genres they have studied before. The use of English during the production was assured even with students who aren't confident enough to freely speak with the language, Student A, for example, understood everything that Student B was saying, he only had some difficulties when he was performing his lines, but he managed to use the words that were initially taught. This methodology showcases that students are confident when they are told what they should do with enough input to perform it.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Students were introduced of film and book genres with a variety of images and words, they had to repeat and practice pronunciation. They were also introduced to a vocabulary to advice a person on which genre to watch. They had to act a dialogue with the same structure.

### Class diary 9

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

Once the activity required listening and paying attention to the details of the videos displayed for the students, they showed up a great commitment in the beginning while it cool off during the practice and production part. They were asked to perform parts of the song after having sung and practiced the song quite a few times, half of the class managed to fulfil the task, the other half got lost in the practice part saying they weren't able to perform what was asked due to insecurity, perhaps the practice wasn't clear enough for them to feel safe to do what they were asked to.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Students studied slangs used in a song and they even practice on how to singalong the song.



### Class diary 10

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

In the presentation part students weren't as focused as they were supposed to understand form and the usage of the language being taught, the method had to be adjusted so students would participate more during the presentation part otherwise they would get lost on their phones or whatever other action they were making.

Practice was done quite well, they had a group, a pair and an individual activity to practice how to form sentences with the language taught, some mistakes were corrected during this part.

Production showed up not effective this time around, half of the class had to be helped on how to write their sentences otherwise they would do something completely different than what was asked. When they shared their sentences with their classmates they weren't listening to each other which made some of the students resort to Portuguese to translate their sentences, proving that this freer practice, should have been planned with different strategies to encourage the use of English.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Students were taught how to use the zero conditionals, they practiced form and usage of the structure and they were asked to use the target language to share real facts about themselves.

### Class diary 11

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

Students were a little bit resistant during the presentation part of the class, they weren't much excited to get to know that they would have to go through the teacher talking time, however they got involved the minute they found out that the theme of the class was about Harry Potter and Star Wars. During practice they got involved by explaining the idioms, Students A and B were highly creative by even trying to find new meanings for some of the idioms presented. Some students had to be taught more than one time the meaning behind the idioms. They were asked to create their dialogues to roleplay a scene based in one of the two movies.

In the production part students were engaged in the activity, they rehearsed their plays and presented using the target language, some students still feel insecure when they have to say their lines however English was guaranteed and used in the class.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Students were taught about idioms, and they were introduced to science fiction and fantasy adaptation of famous idioms. They were asked to roleplay a dialogue by using some idioms they have been introduced before.

### **Class diary 12**

- My view, feelings, and perceptions regarding the use of English by students during oral production moments and the introduction of Presentation, Practice and Production (PPP) techniques proposed today:

The presentation part was shortened this time around due to Ss being bored of the structure the class was taking for the past days. During practice Ss have displayed confidence and domain over the language target that they were required to practice, they even managed to freely express some ideas with the language they've learned. As for the production part of the class, Ss were engaged in doing their own presentation however, they had to be asked to use the language learned so that it would make sense the purpose of learning it previously. It felt to me that they hadn't understood the connection between the language syntax and the oral production they were asked for.

- Brief description of the moment in my class in which this guided practice (PPP techniques) was used:

Ss were taught on how to make a presentation for an audience about their Escape Room planning. The language required for the oral production was future tenses and the use of "There to be".

## APPENDIX N – Interview with Annie<sup>15</sup>

Interview conducted on October 04, 2022.

Researcher: Alright so here we go feature on a power So how did you feel about making use of the PPP the guided practice techniques during our production moments

Annie: I'm gonna answer that in Portuguese.

Researcher: okay.

Annie: No começo eu senti que eles estavam um pouco inseguros com a prática, eles estavam um pouco perdidos porque não era uma coisa muito comum na rotina. Mas ao decorrer do período ali de experiência eles foram se engajando e produzindo bastante. Em alguns momentos eu me senti um pouco atrapalhada em questão ao plano, de colocar, programar a manhã, no caso a rotina pra fazer os três Os, e algumas vezes eu sentia que não dava tempo, ficava um pouco atropelado. Daí ao longo do processo eu fui conseguindo medir mais o tempo e me organizar mais. Algumas atividades precisavam de dois dias, mas eu senti muito... os alunos assim bem engajados assim com a língua. No fim do processo mesmo eles produziam bastante e até livremente assim, no parque.

Researcher: So, that kind of answers our second question which was if you could notice any changes during the oral production moments because of the PPP

Annie: Uhu. Yes. Mesmo nos momentos livres, se as crianças tinham a oportunidade de utilizar uma das estruturas apresentadas eles utilizavam. E até mesmo nos momentos de socialização no Production eles já buscavam livremente com mais facilidade produzir a oralidade.

Researcher: So, you think you could, because of the implementation of the PPP techniques, you think it helped improve, increase, enhance students' use of English?

Annie: Yes. Sim, bastante!

Researcher: And why do you think that happened?

Annie: Eu acho que com a estrutura eles já conseguiam criar na mente deles as frases e produzir. Porque antes, por mais que eles tenham acesso ao inglês, eles estão expostos a isso, eu acho que eles não... não vinha tão fácil porque não tinha as partes de apresentação de prática e de produção. Eu acho que eles perceberam como isso acontece e conseguiram utilizar isso com autonomia.

Researcher: You think... from what you're telling me. you think ... you're telling me they were more aware of the language itself?

Annie: Yes]

Researcher: Because before, as they were immersed in English, they had contact with it all the time, but maybe they were not so conscious, or so aware about the language structure...

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<sup>15</sup> The interview was conducted in English but the participant asked to answer the questions in Portuguese because this way she felt more comfortable and we chose to respect that.

Annie: How to use it, yes.

Researcher: okay. Alright, and how about the PBL, the project-based learning aligned with the PPP. What were your impressions about it?

Annie: Eu acho que eu consegui ligar bem os dois. Apenas assim, dependendo do dia, algumas habilidades mais específicas, como matemática, eu senti um pouco mais de dificuldade de criar uma estrutura para que houvesse produção oral. Mas na maior parte do tempo, nos meus planos, aconteceu bem tranquilamente, eles conseguiram se encontrar, tece essa conexão entre os dois. Porque daí nós estávamos trabalhando com o projeto, tudo mais. Desenvolvendo as habilidades e produzindo oralmente.

Researcher: Some key elements of the PBL are: student's choice and voice, student's autonomy, students being able to participate, right? To be protagonists of the learning, to make choices. Do you think uhu.... Critical and creative thinking, collaboration, teamwork. Do you think these aspects were somehow affected by the implementation of the PPP?

Annie: No. Mesmo assim eles conseguiram socializar e produzir as outras habilidades. Não só as habilidades específicas, mas as do século 21 e tudo mais, que são características, do projeto, do PBL.

Researcher: So, you think there was no impact in that sense?

Annie: No.

Researcher: And now you have finished using the diaries, you have finished this implementation process which was proposed to be done in thirty days. From your experience during these 30 days, do you think it's a possibility for you to keep using it? How are you dealing with this?

Annie: Eu até tô implementando sim, em algumas aulas. Eu estou intercalando, mas eu estou utilizando. Até hoje eu fiz uma prática em que eles tiveram que produzir a oralidade depois, no final.

Researcher: Following the PPP steps, sequence?

Annie: Isso. Acho que foi bem produtivo, assim. Eu tive bastante resultado com as crianças, principalmente por eles serem pequenos, eles usam o que vem mais fácil, mas às vezes eles não têm esse cuidado de usar o inglês, buscar o inglês para se comunicar com tanta... cumprindo ali a estrutura. Eles usam uma palavra ou outra. Então, depois do PPP, dessa prática, eles conseguiram... tiveram mais autonomia até nas outras atividades.

Researcher: Alright, would you like to say anything else, about your impressions, your thought?

Annie: Não, acho que é isso.

Researcher: So thank you!

## APPENDIX O – Interview with Monica

Interview conducted on September 23, 2022.

Researcher: Alright so Teacher Monica. How did you, how did you feel about making use of the guided practices during oral production moments?

Monica: I felt challenged and, how can I say... I felt some difficulties like in how to structure all the steps because sometimes I was very confused about what or am I doing? A practice activity for the oral production or is it pre listening or post listening activity? Because like all these skills, listening and comprehension and speaking were like mixed up in the process so when planning and then when applying I feel like a little bit lost at some moments. I'm maybe I was thinking... I was thinking at things that were too big for that moment I couldn't like to realize, I mean, I didn't once like just do a grammar... applying grammar speaking class, you know. So, I wanted like to promote a bigger situation of communication, interaction so and sometimes I I struggle in the way and the processes, like presenting is that's the most difficult moment for me sometimes because it's difficult to keep their attention all the time... Yes and also is difficult to to run away from the exposing, you know, strategy, but uh I really we noticed that students were engaging speaking English and it's an efficient method because all of them could speak English. Like some of them just purchasing the structure that were presented but some of them were went further like it is all their repertoire (is that the word?) of English... I notice them like, being fluent. I know they can speak, and they can understand but they couldn't but so far I I didn't see them like really speaking like uh like the way they were. Confident and like processing everything in English and in some moments I I saw them speaking like that...

Researcher: So, these are the changes that you noticed while you were using PPP?

Monica: Yeah!

Researcher: You were saying that you noticed your students using more English. Is that right?

Monica: Yes, yeas. And working with the project questions because that was something that we we've struggled with, yes? So, I felt I felt... in the process I felt a little bit insecure but in the end in the end it was effective. It worked and I was very proud of the students.

Researcher: Alright so that that takes us to question 3 which was: do you believe your students use of English was increased?

Monica: Yes!

Researcher: due to the appliance of the PPP techniques?

Monica: Yeas, of course. It made the project like... be more hum... meaningful and like everything was in the same context like all the time you know it's in English and they're gonna use English for all the steps in our project, too.

Researcher: So even though they were project related activities, which normally happened in Portuguese, you felt like they were able to handle it in English more often?

Monica: Yes, yes! And being like protagonists, like in the interviews or when we did a debate to discuss the exhibition around school.

Researcher: But what do you mean being protagonists? You mean in the production moment or through the three steps of PPP?

Monica: Through the three steps.

Researcher: Ok, but isn't like... the first P when you were presenting, isn't it more teacher-centered?

Monica: Yeah, yes! Yes it is (laughs).

Researcher: And then, how did you feel about it?

Monica: (sighs) Oh... (laughs). I still don't feel comfortable with this, with this moment. Because, as I told you, sometimes we can't escape from this teacher-centered moment and... that we just.. and...exposing, and like... writing the grammar structure on the board and then asking them "guys, take a look here, now let's take a look at the negative", yes?

Researcher: negative form, let's repeat!

Monica: Yes (laughs).

Researcher: And how dis that feel to you and how do you think that felt to your students?

Monica: Oh I like this part, but... because it's part of teaching work, yes? And... but sometimes I feel that I just can't get their attention like it's... it's difficult sometimes to start and then move on or like if it works during presentation when we go to practice, they're already tired maybe...

Researcher: Bored?

Monica: Yes, and more than... then it doesn't work so well as I wished.

Researcher: Okay. Because you've been a PPL teacher for a while now... it's been like what? Four or five years?

Monica: Yeah, uhu.

Researcher: So, was it difficult for you to go back to a more teacher-centered where you have to expose material and content in the presentation part? It was a very big change from the practice you normally do, right?

Monica: huh yes, yes. And then we have that feeling like... this is the English. An English class, I mean like...

Researcher: so, then the question is: were the project-based learning... Was the project-based learning approach affected by the PPP? The principles of PBL, do you think they were affected because you were using PPP?

Monica: No, no. I don't think so. I think because of like... introducing more oral production and like in a systematized way, yes... way, like actually increased that the project, the meaning of the project in producing this, this project in English because students got more familiar with language and they felt more confident in using language like in communication situations, like the interviews, they've done. But I don't think we like, we lost the approach of PBL because of this part of the class of the warning.

Researcher: Okay. And before you were saying that you felt that students sometimes were bored or tired, especially in the presentation part? And the more controlled practice?

Monica: Yes.

Researcher: So how do you see that... students motivation towards PPP techniques? So do you think it's a possible approach to be used? Are these techniques useful for the further classes?

Monica: I think, I think they are, but I think they are, but um we teachers, we need to start trying like, different approaches for this presentation moment. Try using movies or pictures, or I don't know uhu... role play situations to introduce and review structures... but sometimes they're just sleeping sleepy or hungry yeah because I I always start like... you bring language in the beginning of the class so maybe, maybe it's just that (laughs). But I... I don't know I think we teachers, we need to figure out like different ways to present because this is important. They need to know what they're supposed to...

Researcher: So, the presentation moment could be more inclusive in terms of students participation?

Monica: Yes, yes uh-huh yes, I that's it.

Researcher: Is there anything else you'd like to add about the experience? About this month?

Monica: No... I... I wrote lots of things on my diary so I think there are lots of my impressions there. I think I found three big feelings during the process is like, oh my God, is this is this a step for PPP or something else, like writing? I remember that you, you wrote that for me: "OK but this is not a practice, this is like writing, yes? Or a prewriting activity". Uh, so these steps were confused for me yes because when I do all projections all the steps must be just about production and but then in our meeting we like, we had to practice was just worksheet with exercises to practice grammar. So how can we, how can you start or present this grammar to go to the final production, oral production in the end? Maybe I took too much steps... I couldn't make it simpler, maybe. So, this is one feeling that came up to me. The other one was, like, okay, so when we have something very effective it's like. too simple. Like just grammar applying lesson, you know? So, it's effective, it's OK but what is the real communication situation here, yes? And the other skills? They can apply the grammar, but that's it? So what is the context, the meaning of using that? And the presenting moment yes, the presentation moment...like how to make it more fun and...

Researcher: Less driven by the teacher?

Monica: yes, yes! I don't think I have like, great ideas or performance at this moment (laughs).

Researcher: Alright! So, thank you very much

Monica: Thank you

## APPENDIX P – Interview with Lucas

Interview conducted on September 20, 2022.

Researcher: How did you feel about making use of the guided practice techniques during the oral production activities?

Lucas: For a teacher it gave me sense of the steps that my class would have. I was more in control of what was going to happen and what could happen as I was planning the classes for me it sorts of felt like I was, I had a picture of how the class and how the activities would be developed through the class that was the feeling.

Researcher: In terms of planning?

Lucas: Yes, in terms of planning.

Researcher: Could you go notice any changes during the oral production moments?

Lucas: Yeah, I could. In fact, I can tell you that it has increased a lot the use of English especially because of the because of the activities that I proposed for them during that time, and they felt more comfortable by producing what I have asked them to do. So yeah.

Researcher: All right so that leads us to our third question which was: do you believe your students use of English was increased?

Lucas: It was increased.

Researcher: You think it was? OK and why do you think it was increased?

Lucas: It was increased because they felt ... I don't know it's my perception, but I think that somehow, they, they knew what I was going to ask them, and they knew that the activity was for them to use English as a second language. They had to do it. It was ... um it felt like I was being a little bit rude not rude but um I was asking them to do it and they did it because I asked.

Researcher: Because you were more in control?

Lucas: Yes, I was more in control.

Researcher: Besides the increase of English do you think there were any other changes?

Lucas: They started to incorporate some of the language that I that I taught them during the technique in a more, in a freer way. I'd say that some students whenever we were speaking freely not using these structures that... not doing anything controlled, they sort of incorporated some of the vocabulary and the grammar that I taught them during the process, so it had a significant change in their vocabulary in their freer way of speaking the language I'd say. So, those are the main changes, I think.

Researcher: All right, and what do you think about the project-based approach principles? Do you think they were affected by the implementation of the PPP techniques?

Lucas: They were.

Researcher: In what sense?



Lucas: Because the presentation part of the PPP requires more teacher talking time than it usually has when I'm applying any other activity related to the PBL, for example. Students are not so in control I am more in control even in the practice moment, I'm more in control. I'm correcting them, I'm asking them to redo some stuff, like more specifically about form, for example, which sometimes depending on the activity that I use for the PBL it goes off I'm not gonna stand in front of the class and ask them to repeat like three times and again and again like I did in the PPP technique. So, I have to I have to say that after I have been after I had been applying the technique sometime they felt a little bit bored about it. They felt like "oh teacher, again you're gonna teach us", "we're gonna repeat?" "we're gonna have to practice?", "why don't you ask us to do instead, and we go through the making of the activity ourselves and you help us?"

Researcher: So, they noticed the difference?

Lucas: They noticed. Yeah, I remember exactly the last three classes that I had with PPP it was very hard to have them focusing on the activity. I had for example in the last PPP, I had in the presentation part to be more flexible. I had to ask them to... I had to make questions for them. I had to make them... to be more participant on that point.

Researcher: To give them some room?

Lucas: Yeah, space cause they required it. They don't expect me to be... they don't expect the classes to be more teacher centered, I'd say, and PPP has that style. It's complicated because I know that it increased the use of English. We had some very special moments where they, for example, that there was a class where I taught them how to give opinions with arguments and I used the PPP to teach them. And they used what I wanted and in the freer practice they were able to speak for themselves using their techniques that the language that I had taught them. But fortunately, as time went by, we got a little bit like stuck, somehow. They felt like they were stuck. "Again, this part teacher?", "Again a power point, teacher?", "Again you're gonna write on the board a structure, teacher?" "Oh, my goodness we can't handle it anymore!", they told me a lot about that in the last moments.

Researcher: And considering what we discussed in the workshops that was related to the softened version of PPP, right? Do you see any room for that in your classes? At the end of the day, like, what's your impression, what's your perception?

Lucas: I think that we have to adapt PPP for PBL. There is a possibility. We don't need to have a presentation part where teacher's gonna be talking all the time. We can make that part more flexible; we can use other techniques where students will be asked to be more active in that part instead of the teacher. But it is still will have the sense of being a presentation part, I'm not gonna be asking them to produce anything, I'm just gonna ask them to repeat.

Researcher: To contribute?

Lucas: Yeah, to contribute somehow. In the practice part I think that the practice part, depending on what is the purpose of the production, working so much in the form, in the syntax, I think it can get boring. If it is too much, or if it is too controlled either. there's gonna have... I think that flexibility would have to be applied it in all steps. In production part, of course, they are sort of by themselves. So that's my perception.

Researcher: All right. Anything else you'd like to state?

Lucas: No.

Researcher: No? All right. So, thank you.

Lucas: You're welcome