

Integration of Project-Based Learning (PBL) Methodology and Ignatian Pedagogical Paradigm  
(IPP) to Boost Vocabulary in oral Production for a Real Context  
Experience From English Learners From High School at San Pedro Claver School in  
Bucaramanga, Colombia

A Research Project

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### **Abstract**

The main aim of this research study is to validate to what extent the Integration of Project-Based Learning (PBL) Methodology and Ignatian Pedagogical Paradigm (IPP) Could Boost Vocabulary in oral production in order to provide a real context experience for young English learners of high school at San Pedro Claver School in Bucaramanga, Colombia who were the target population to be studied during this research.

With that in mind, we considered that it was meaningful to study the integration of (PBL) methodology and (IPP) paradigm in developing one of the key components of English learning, namely vocabulary. According to Alqahtani (2015), vocabulary is a key tool because communication will not be successful without it. This points out that it is relevant to find the relation between vocabulary and oral production to achieve the aim of this proposal.

A mixed approach was applied, from the qualitative perspective, through which the relevance and interest in linking the target population to the research project was addressed; as for the quantitative, statistical analysis of the institutional standardized tests was performed, through pre-test and post-test questionnaires.

Finally, to generate new learnings in students and achieve complex learning processes, it is crucial to take into account students are influenced by internal and external motivation, which should be considered in the teaching process as the education in Jesuit schools seeks to transform how youth look at themselves and other human beings, in other words, it is necessary to use the biology of love and kindness namely biolearning, as Devia-Cárdenas (2018) stated, to help students achieve complex learning goals.

**Keywords:** Project-based learning, Ignatian pedagogical paradigm, vocabulary, oral production.

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## **Introduction to the Research Study**

This chapter describes a research study on the impact of the Ignatian Pedagogical Paradigm hereafter (IPP) and Project-Based Learning hereafter (PBL) in order to see to what extent the integration of PBL methodology and IPP paradigm can contribute to boosting vocabulary in oral production for a real context experience from English learners of high school at San Pedro Claver School in Bucaramanga, Colombia, it also describes the context, the general and specific objectives and the rationale of the research study.

## **Introduction to the Research Study**

Unquestionably the first thing that an individual needs to be able to establish a relationship with other people and or cultures is to know how to communicate effectively and efficiently in this globalized world. Fortunately, nowadays there are new ways to communicate so that human beings can establish a successful academic, economic and even scientific work environment where they can develop their potential.

The IPP is a 450-year-old approach used and followed by all Jesuit Education schools and universities worldwide, as education in the Jesuit community seeks to transform how students look at themselves and other human beings; San Pedro Claver School (SPCS) belongs to Jesuit Community; this community has developed the IPP educational paradigm. This paradigm was adopted early in the history of the Jesuit community, which is based on the 400th edition of the Ratio (Duminuco, 2000) that is basically the mission and vision of Ignatian education that insists on individual care, values orientation, and pursuits of excellence in its work of formation; the paradigm challenges teachers to know the background of their students and how that background impacts their learning. In the end, education and schools, in particular, are part of the Jesuit's humanist traditional approach used during all these years and that has helped many

students around the world and that still today it is relevant for the community and for the development of the Educational system followed by Jesuits.

There is a research conducted in 2008 at Fairfield University, the study was named *Applying the Ignatian pedagogical paradigm to the creation of an accounting ethics course*, done by Dawn W. Massey and Joan Lee Van Hise (2008), where they applied the IPP to create an accounting ethics course and then published an article that showed its contribution to higher education pedagogy. The paper explains how and why (IPP), an old approach used by the Jesuit community as their educational guideline can serve as a framework for modern principles based on ethics courses in accounting, the course not only taught the basics of ethics in accounting, but its core was also on values and a genuine desire for life-long learning from students.

In addition to this, in 2013, another study called *Training Faculty to Adopt the Ignatian Pedagogical Paradigm, IPP and its Influence on Teaching and Learning: Process and Outcomes* done by Maureen McAvoy from Marquette University integrated the IPP in their undergraduate courses in the fall of 2010 through May 2013 in the College Professional Studies (CPS), and it showed the impact of the integration of the IPP on the instructors' curricula, pedagogies, instructional strategies, learning activities, and assessment practices, as well as in the inner life of students. This allowed identifying the structure and articulation of the education tested in this study that was applied in the development of this research.

Besides, in 2017 there was a research called *Project-Based Learning to Develop Oral production in English as a Foreign Language* done with the first and second year bachelor's of Foreign Languages candidates at Unidad Central del Valle del Cauca, where it was found that PBL contributes to language skills development, establishing that oral production was the most developed skill during the implementation process. The results of that research identified the

increase of the language in the target population and the conceptual appropriation of the vocabulary (meaning management).

Due to the Superior General, from the Jesuits Community in 2016 asked for the renewal of the educational models, San Pedro Claver School had to evaluate the curriculum, methodology, and praxis implemented with the objective to find the curriculum's strengths and weaknesses, methodology, and praxis, the school surveyed in 2017 to all the school community. The question asked in the survey was, How is the school you dreamed of? As a result of the application of the instrument, it was found that their answers, the school realized the issues were that the traditional subject curriculum that was implemented was not aligned with the methodology in the IPP, which is the base of the Jesuit's education. Another aspect that emerged in that analysis was that students wanted to learn meaningful topics for their context and how to apply that knowledge actively in their lives, in other words, to integrate learning with skills.

For several years, students have lacked vocabulary in context when using oral production in other subjects, such as mathematics, science, and social studies. According to Alsagoff, McKay, Hu & Renandya (2012); Orwell (2013); Pennycook (2014), a good level of vocabulary in oral expression is necessary for English learning. With this in mind, it has been visible that the students need to be exposed to real language practice opportunities to acquire a second language.

As stated in the book called *Basic Methodology for Teaching English* written by Torres (2010), the principal factor in oral expression is new vocabulary as it requires searching for the meaning of a new word and then learning it to be used in oral production in a real context.

Consequently, students have shown limited oral communication in classes where the vocabulary from subjects other than English is implied, and it is necessary to have fluent and coherent communication. Wilkins (1972), Arnaud, and Savignon (1997), Meara (1980), and

Brown (1993 as cited by Sok, S. 2014) suggested that it had been found that not enough vocabulary knowledge can be one of the significant factors that impede oral communication, in the case of the students trying to speak in a foreign language with not enough vocabulary makes it very difficult to speak fluently. Arevalo & Diaz (2016), in their study called the relationship between vocabulary level and speaking ability, presented some guidance to EFL and ESL teachers regarding how to deal with students' lack of vocabulary to improve their speaking skills; once they get vocabulary, they can have the confidence to speak.

Therefore, and based on the previous literature review, the main problem found in this research project is the limited oral production due to a lack of vocabulary in a real context. This leads to the question, of how the integration of IPP and PBL can boost vocabulary acquisition in oral production and how the meaning of that vocabulary is isolated, the lack of cohesion during the process of producing their speeches.

The research was focused on answering the problematic questions and then providing some suggestions to the academic community, some of them are the variables considered in this research study which are 1) the Ignatian Pedagogical Paradigm IPP, 2) the Project-Based Learning PBL, 3) oral production, and 4) vocabulary in context for learning in a specific context with functional language that allows the collective knowledge from the high school students' perspective. A mixed approach was applied, from the qualitative perspective, through which the relevance and interest in linking the target population to the research project was addressed; as for the quantitative, statistical analysis of the institutional standardized tests was performed, through pre-test and post-test questionnaires. With the results of the research, the integration of PBL and IPP was designed, oriented to the improvement of the communicative abilities in the different areas of knowledge.

### **Context of the Research Problem**

This research study describes the impact of the integration of IPP and PBL to boost the strengthening of vocabulary in oral production for a real context experience from students of high school at San Pedro Claver School in Bucaramanga, Santander. This research study aims to present to what extent the integration of a paradigm and an approach can boost vocabulary in oral production for a real context experience. The implementation consisted in the classes of the interdisciplinary project, the different specific subjects gathered and create a project where they develop a solution to a problem; the English subject works transversally the challenge to implement vocabulary the meanings and the discursive accuracy, students learn new vocabulary from other subjects and contexts other than regular English classes and that they can apply that knowledge during the development of the project. At the end, the students present the final product using oral production and it is shared with the educational community as part of the project developed.

### **General Objective**

To implement a strategy based on the integration of PBL and IPP, to boost the level of vocabulary in oral production for a real context at San Pedro Claver School.

### **Specific Objectives**

To diagnose the use of vocabulary in real context from students of San Pedro Claver school in Bucaramanga, Santander by identifying a paradigm and interactions in the learning and teaching process.

To analyze the diagnostic vocabulary test from students by identifying their learning needs and their potential.

To implement the strategy designed, in order to boost the level of vocabulary from students of San Pedro Claver school in Bucaramanga, Santander.

To determine the impact of the implementation of the strategy in a real context experience through the implementation of PBL and IPP.

### **Rationale for the Study**

#### ***Rationale for the Research Problem***

The need to master a foreign language in contemporary societies is an inescapable fact, a matter of urgency, and even survival. Without a doubt, with the incorporation of technology and communications, physical and cultural areas are being broken up, and traditional teaching-learning methods are being changed. “The community in general and even the students themselves have long recognized how important it is to know a second language and more these times, convinced that it will be advantageous in the future” (Uribe, Gutierrez, & Madrid, 2008)

On the other hand, integrating knowledge skills is part of a non-traditional methodology to teach, which is the case of PBL. Researchers and teachers state that learning the four language

skills in a single lesson can be more productive for students as that is how they will learn to use language in their daily lives. As Baturay (2007) stated, integrating language skills is essential for learners to learn English naturally and be competent in the language.

Dewey, J. (1974c), one of the most influential proponents of PBL, said, "Education is not preparation for life, education is life itself," which lead us to rethink the praxis of teachers by implementing PBL in their classes, specifically in English classes, answering the challenges of the students from the 21st century; challenging the traditional view of the students as a passive recipient to become autonomous in the learning process and be active in their process.

Implementing a project such as the one proposed was necessary since it offered the San Pedro Claver School a didactic methodology to increase their learning of a foreign language English autonomously. From a constructivist perspective and the consideration of Decreto 1330, of July 25<sup>th</sup> of 2019 conceives the learning results as part of the competencies that a student acquires to transform his realia of context. Also, the role of the teacher begins to change gradually, abolishing the classical school where the main axis of education was the teacher. In his place, the attention is transferred to the student, who will have the possibility of developing skills that allow them to learn autonomously and build up their knowledge without depending on their teacher.

This research study aims to enrich the English language learning process in the English area through the integration of language skills and promote meaningful language learning for students to become an active part of their education. In 2020 the PBL was implemented in the English classes; this implementation took ten months and was divided into three phases: diagnostic, follow-up, and assessment. The research instruments used were a diagnostic survey,

vocabulary pre, and post-questionnaire, and a self-evaluation survey to evaluate to what extent the integration of PBL and IPP could boost English learning language skills at the school.

The authors of this research study followed the positivism paradigm, which centers on “discovering the nature of the truth of reality and the function of the things.” (Labra, 2013), in the same order, it is considered the qualitative approach; as Bogdan (1984) stated, "the researcher interacts with the participants and with the data, seeking answers to questions that focus on social experience, how it is created and how it gives meaning to human life". This approach allows us to validate the contribution of integrating the PBL and IPP to boost the English language skills of learners. Along with this, it is the participatory action research methodology (PAR) which has been used since the 1940s and has an inquiring approach. This kind of methodology is used for qualitative research proposals (Denzin, 2000). It involves researchers and participants working together to understand a problematic situation and change it for the better, which allows collaborative work and learning for life. Those are among the main objectives of this research study.

### **Introduction to the Literature Review**

This chapter describes the theoretical, conceptual, and institutional frameworks, in the theoretical aspects like project-based learning and Ignatian Pedagogical Paradigm; in the conceptual, the concepts of academic performance, integration of the methodology, and the paradigm; and in the internal the Institutional Project Plan at San Pedro Claver school a transversal project work which was articulated between the different subjects, where English usage in real context was the main purpose.

#### **State of the Art**

##### ***Preliminary Studies***

In 2011 Salma Seffar, a student from the Faculty of Education at Mohammed V University in Rabat, Morocco, carried out an exploratory study with 200 students from different high schools in the Sale Zemmour Zaer area and 40 high school teachers from different academies. The research study was called The effect of vocabulary knowledge on EFL oral competence. The research instruments used were questionnaires for students, interviews, and teachers' questionnaires. The interviews for teachers were orally conducted to allow more insightful data about the process of learning/teaching speaking in high school classes. This research study aimed to examine the possible reasons behind students' poor speaking skills and to develop a solution to the problem.

The reason to use quantitative and qualitative research methods was that the data collected from teachers and students, particularly questionnaires and interviews, needed to identify the main difficulties or limitations students have when using the language for communication .There were also structured teachers' and learners' questionnaires based on a

Likert -scale. The results from those questionnaires were given in percentage to be able to establish the improvement statistically.

The results of the study by Salma Seffar showed teachers perceive 55 % of their students are not fluent at all, and 30% of teachers believed few students were fluent, so, in the end, teachers believed only 15 % of their students were fluent. Among the reasons students did not speak were students feeling afraid of making mistakes, other students would laugh at their pronunciation, or simply it is difficult for them to come up with the English word they need to express an idea. On the other hand, teachers' perception of why students did not talk was speech anxiety and lack of vocabulary. The results indicated that vocabulary deficiency and difficulty articulating or conveying were the most common reasons students did not speak fluently. Speaking English will always be a challenge, so teachers should consider a way to implement appropriate strategies for students to learn vocabulary.

Another study from overseas was presented during the pedagogical practice of teachers from the High School named Dr. Luis Felipe Borja Pérez located in Guayaquil, Ecuador noticed students from 8th grade did not have enough vocabulary to be used in a real context, as a consequence, in 2016 three researchers from the Philosophy faculty, school of languages and linguistic from Universidad de Guayaquil, Ecuador conducted a qualitative and quantitative research study on the influence of vocabulary acquisition in the development of oral expression in the English language. This research study population was teenagers between 12 and 15 years old from the eighth General Basic Year from "Dr. Luis Felipe Borja Pérez" High School. In the beginning, the students were given a survey to determine the level of oral expression in English, and some interviews were also performed.

Through different research tools, they analyzed the development of oral expression from the students. Based on the result, they wanted to examine the influence of vocabulary acquisition, and they decided to design a guide and provide additional material to develop, where possible oral linguistics in those students. This project is on a methodological design based on field, bibliographic, and statistics research. The most important contribution is designing a didactic guide full of vocabulary and everyday expressions for teenagers from eighth grade for the development of oral expression.

The results showed that students felt more comfortable when speaking by having a Didactic Guide, especially because it is not their mother tongue; also, it was found teachers did not use a Didactic Guide to develop speaking activities; consequently, the students were afraid to speak, but the teacher accepted the positive impact of using the Didactic guide for developing oral expression as students' vocabulary level was low.

Additionally, in 2016, Arevalo and Diaz, teachers located in Valledupar, Cesar, Colombia, conducted a quantitative and qualitative research study about the relationship between students' vocabulary level and speaking ability in 8th-grade courses. The population was 32 students, who tested their speaking ability and vocabulary level before and after, using the analysis of variance (ANOVA) statistical evaluation method. The diagnostic exam showed the student's vocabulary was not enough to express themselves naturally.

These researchers wanted to measure the specific vocabulary-related behaviors that showed students' inability to use the target language in oral tasks as well as to determine students' vocabulary level before and after directed vocabulary instruction. Although English is not the native language of this study population, people perceived the need to communicate for academic purposes or cultural interchange.

The methodology used was mainly a qualitative method. A vocabulary test and structured observation chart were utilized to measure the student's ability to speak before and after implementing directed vocabulary instruction and the nature of the subject that deals with population attitudes toward learning. The findings in Arevalo and Diaz's research showed that directed vocabulary instruction had a positive effect on the way students engaged in oral tasks; also it was evident the relationship between students' vocabulary level and their speaking ability because their vocabulary was not enough at the beginning of the study, they could not express their ideas easily. However, there is no perfect method, so orchestrating strategies, in this case, teaching vocabulary, directly and indirectly, can improve students' speaking skills.

### **Theoretical Framework**

#### ***Ignatian Pedagogical Paradigm (IPP)***

In the mid- 16th century, St Ignatius founded the Society of Jesus, a religious order that seeks humankind's well-being; their members are called Jesuits, and they promote holistic education, research, and a peaceful approach. Today, there are 28 Jesuit colleges and universities worldwide. Education should be based on the formation of kind people who can become good citizens, professionals, and human beings and who can always look forward to serving others and learning for life, not just for a grade.

McAvoy (2013) mentioned that the IPP results from a reflective process and some spiritual exercises that international representatives from various Jesuit institutions did in Rome in 1993. Consequently, the IPP contributes to the contemporary educational theory to increase its value and legitimize it as a pedagogical praxis. IPP is structured with five components: a specific context, a previous experience, a reflection on learning experiences that is put into action, and then reinforced by an evaluation.

Regarding the teaching and learning process, according to the article "Applying the Ignatian pedagogical paradigm to the creation of an accounting ethics course" (2008). The IPP introduces Jesuit thinking and learning models to the faculty members, enhancing each person's concern as an individual with specific needs whose goal will be to pursue excellence in its formation to serve the community better, which can encourage life-long openness and growth.

The paper's conclusion stated they created an accounting course that focuses on intellectual and individual values, commonly referred to as "Cura personalis." With this in mind, some research on the impact of IPP was conducted in 2008 in a study called Applying the Ignatian pedagogical paradigm to the creation of an accounting ethics course done by Dawn W. Massey and Joan Lee Van Hise (2008) at Fairfield University, where they applied the IPP to create an accounting ethics course and then published an article that showed its contribution to higher education pedagogy.

The paper explained how and why (IPP), a 450-year-old approach to education, can serve as a framework for modern principles based on ethics courses in accounting. The course not only teaches the basics of ethics in accounting, but its core is also on values and a true desire for life-long learning from students so they can apply that learning in their projects to have a greater impact.

In addition to this, in 2013, another study called Training Faculty to Adopt the IPP and its Influence on Teaching and Learning: Process and Outcomes done by Maureen McAvoy at Marquette University integrated the IPP in their undergraduate courses from the fall of 2010 through May 2013 in the College Professional Studies (CPS), and it was showed the impact of the integration of the IPP on the instructors' curricula, pedagogies, instructional strategies, learning activities, and assessment practices, as well as in the inner life of students.

### ***Project-Based Learning (PBL)***

The historical background of PBL, according to Ulrich (2016), stated the project approach started in Europe between 1590-1765, then by 1880, it was a regular teaching method. It was taken to America, from 1880 and 1915 it was worked on projects in manual training and general public school then by 1965, there was a redefinition of the project method. It was taken back to Europe, and it has been disseminated internationally since then.

Additionally, John Dewey, an American philosopher, and educator who was a founder of the philosophical movement known as pragmatism had the idea that projects were a means of learning by doing this was then used by his Student William Kilpatrick who popularized the term project method, which became the Progressive Education movement in 1918. Later on, Blumenfeld et al. 1991; Marx et al. 1997; Thomas 2000 concluded the '60s and '70s were years when the approach lost popularity in the educational system in the United States, but in the last 20 years, Knoll 1997; Thomas 2000; Krajcik and Blumenfeld 2006 reported there had been a lot of recognition of PBL contributions in the teaching and learning process.

According to Marra (2014), PBL occurs when a student learns how to solve an authentic problem; it was initially applied with medical students in the 1960s who needed to learn basic sciences and, at the same time, develop clinical skills. It is a student-centered instructional methodology whose first pioneers Howard S. Barrows, the director of Problem-Based Learning Systems at McMaster University, and Robyn M. Tamblyn, the associate director of Problem-Based Learning Systems at the same university, criticized the heavy emphasis on memorization of knowledge given by medical schools at that time taking into account students needed to learn for life as they were going to practice medicine as their careers. PBL is found in constructivism and the use of metacognitive skills in the projects developed by the students.

In 2017 an article called Project-based learning to develop oral production in English as a foreign language was published in the International Journal of education and information technologies; this study was done at Unidad Central del Valle del Cauca in Colombia with the first and second-year students from the bachelor of Foreign Languages. They found several students moved from basic to intermediate or advanced levels. It showed the effect of the PBL methodology concerning oral production; the study concluded that as PBL focused on communicative competence and mixed what happened in the context and the education of a foreign language, they could implement PBL to determine the contribution of this method in oral production.

On the other hand, in 2016 Arevalo and Diaz, teachers from a public school located in the northern part of Colombia, conducted a quantitative and qualitative research study called The Relationship between students' vocabulary level and Speaking Ability and found the development of vocabulary contributes to the use of the target language.

Poor communication was the result of the lack of it, also implementing a teaching plan based on vocabulary instruction was a good alternative to work on that aspect of the language that researchers such as Nation (1990), Thornbury (2002), and Barcroft (2003) cited by Arévalo & Díaz (2016) mentioned being essential.

To conclude, San Pedro Claver's model of study is taken from ACODESI (2005), which is the entity that provides all the guidelines to Colombian Jesuit Schools, so San Pedro Claver (2021) assumes Project Based Learning as an active educational methodology that enriches the personalized approach, the essence of the Ignatian pedagogical style, and involves the student as the protagonist of his own learning.

The model integrates the curricular content with problems or challenges based on real and practical experiences about the world, the school environment, or daily life. It consists of developing a project in which teachers and students jointly investigate something they are passionate about, face the complexity of knowledge and link it with the understanding of reality, develop cognitive and socio-affective skills, and increase interest in learning inside and outside the institution throughout life.

With its implementation in the classroom, it is possible to design warm and affectionate learning environments, where the diversity of learning rhythms and styles is taken into account, also to create spaces that promote self-exploration, situated learning, and experimentation, in such a way that, based on curiosity and creativity, meaningful learning is achieved that allows students to contribute value to personal and social development and transformation, the construction of knowledge in an integrated, dynamic and participatory way, through the development of the Projects and the development and strengthening of cognitive and socio-affective skills, through Cooperative Work and the accompaniment of Ignatian pedagogy which leads students to engage with the second language and to experiment and appropriate better the knowledge acquired during their process.

### **Conceptual Framework**

#### ***Oral Production***

Language is a communication system, and communication is part of our lives. Therefore, Herrera (2017) stated that oral skill is the capacity to express oneself verbally; in the case of English learners, oral production means an opportunity to go beyond boundaries to create bonds with foreigners to become open-minded individuals. It is essential to understand that spoken production is a vital skill that needs to be mastered to create realistic communication with others;

it is not about being accurate but being able to provide the message the interlocutor wants to give coherently and fluently.

### ***Vocabulary***

It is important to mention that vocabulary knowledge is a core part of language learning that is reinforced according to Dr. Nordquist (2019), a Ph.D. in Rhetoric and English from the University of Georgia, stated the word vocabulary comes from the Latin for "name," also called wordstock, lexicon, and lexis and refers to all the words in a language that are understood by a particular person or group of people. He also mentions active and passive vocabulary; the first one refers to the words we understand and use in everyday speaking and writing. The second one relates to the words we recognize but don't generally use in our daily conversations.

### ***Types of Vocabulary***

**Table 1.**

#### *Types of Vocabulary*

<b>Basic words</b>	<b>High-frequency words</b>	<b>Low-frequency words</b>
Set of terms that are used in everyday life. Common words used by a native speaker.	Mature language users, multiple meanings are used in many settings	Words that are needed in specific contexts.
Examples: kidding, feeling blue, happy, clean.	Examples: cluster, sympathy, estimate.	Examples: lathe, chasm, warp.

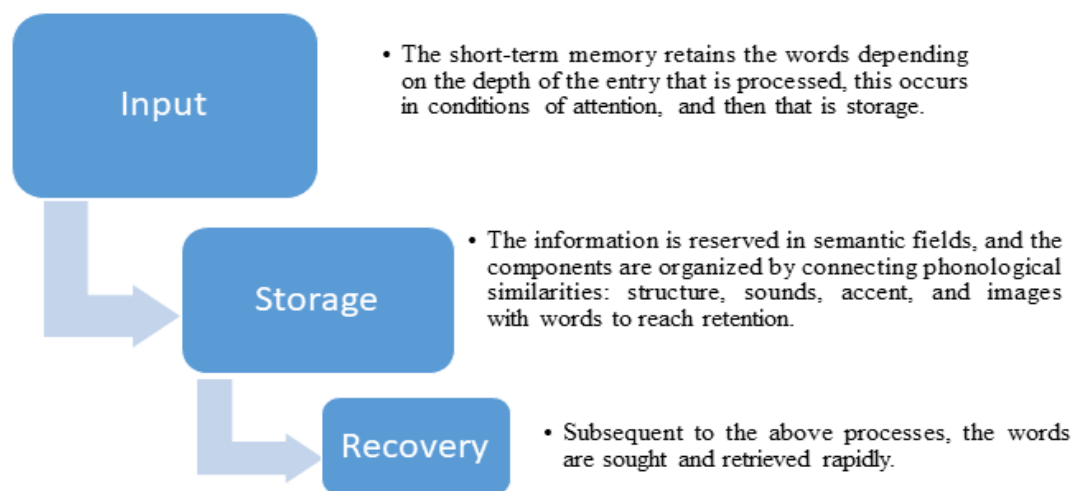
Source: Authors' elaboration

When a student wants to express their thoughts, vocabulary becomes the source where they can look for the right lexicon to communicate; as Neuman and Dwyer (2009) mentioned,

vocabulary refers to words needed to communicate effectively. Additionally, other researchers such as Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Teller (2008), and Nation (2011) have realized vocabulary is a remarkable knowledge for students in oral production. Furthermore, from the psycholinguistic point of view, vocabulary acquisition involves three different processes: input, storage, and retrieval, as mentioned by Pérez (1999) cited by Otaño (2016, pp. 6-7).

### Figure 1.

#### *Vocabulary Process*



Source: Authors' elaboration

#### ***The Importance of Vocabulary for Oral Production.***

As the English language is not the student's mother tongue, having good knowledge of vocabulary plays an essential role in oral development as Arévalo & Díaz (2016) stated vocabulary is an aspect to be developed in beginner and advanced learners, as there is a direct relation between vocabulary and oral production for effective communication. Additionally, teachers and experts in language teaching have observed that students struggle to communicate because of a lack of effective vocabulary.

On the other hand, different factors influence learning vocabulary and remembering it to be appropriately used in the spoken language; according to this Laufer (1998) mentioned: "We realize that progress in vocabulary learning is not only a quantitative issue. Knowledge of words may progress from superficial to deep at various stages of learning". (p. 255). In this process, teachers play an important role. As Gutierrez (2005) mentioned in her study called *Developing Oral Skills through Communicative and Interactive Tasks*, the teacher was the facilitator of learning as she interacted with students by giving feedback, offering a solution, and evaluating their oral performance. Still, group work lets students assess themselves, improve their oral production and get confidence when speaking in a collaborative environment.

***Vocabulary Development Measurements According to the Common European Framework of Reference.***

The Council of Europe between 1989 and 1996 put together the Common European Framework (CEF), which established some criteria regarding Communicative Language Competence in Linguistics and provides a method of learning and teaching that applies to all languages. In the case of a C2 student, they are expected to have a variety of vocabulary, including idiomatic expressions and colloquialisms, and also show knowledge of connotative

With the results of the research, the integration of PBL and IPP is designed, and oriented to the improvement of the communicative abilities in the different areas of knowledge levels of meaning, while a student at C1 level has a good command of vocabulary and a broad repertoire and good use of idiomatic expressions. In the case of a student with a B2 level, it is expected to have good use of vocabulary from their field with some gaps causing hesitation, and a B1 student is expected to have enough vocabulary for common conversations, while an A2 student is

expected to have enough vocabulary for common situations in communicative needs, and finally, an A1 student is expected to have basic vocabulary related to specific situations, but it is isolated.

### ***Role of the Teacher.***

As Villegas (2012) mentioned, teachers who work with PBL are mediators, so they are no longer the owners of the knowledge; instead, they are guides and learning facilitators. The relation with the students implies constructing knowledge together. The teacher has experience and the knowledge that allows him to provide the appropriate strategy so students can achieve clear objectives.

This encourages students to be responsible for their learning and be creative in constructing knowledge so that, so learning can be meaningful. Additionally, teacher training is an important factor as the teacher should be trained as a mediator who can have good communication with students to be able to do a follow-up of the learning process. Villegas (2012) also states the tutor who works with PBL must be flexible and keep guiding the learning process, he should also identify the students' different personalities to promote their advance, but not all tutors are willing to work with PBL. This approach requires individuals who can think out of the box and are willing to reflect on their pedagogical practice and work as a team with colleagues to interchange experiences and adjust what is needed to offer a better experience to the students.

### ***Role of the Student.***

The student has a remarkable part in the success of this type of learning; Olmedo (2016) argued students who work with PBL should be able and willing to learn to know, learn to do, learn to be, and learn to unlearn. Cited by Olmedo (2016), Venturelli stated in his book called middle education. Additionally, in 2016, Arevalo and Diaz, teachers located in Valledupar,

Cesar, Colombia, conducted a quantitative and qualitative research study about the relationship between students' vocabulary level and speaking ability in 8th-grade courses. of an acute sense of objective self-evaluation and evaluation of their peers, capacity for critical and ethical analysis, respect for people, and keep learning. Also, a high sense of personal and professional responsibility, humanities, and ethics are basic elements that every student requires to succeed in the PBL and, therefore, in their professional life.

### ***Student's Role in Oral Production.***

The student's role is very important in the development of the skill; the learners need to overcome the embarrassing moment of trying to speak and express themselves communicatively. To improve oral production, each of them needs to improve individually and take advantage of every moment of communication given in the class. As mentioned by Goh, Goh, and Burns (2012), speaking for a second language learner can be easier if collaborative work is done with peers as they feel more comfortable then, teachers should promote this learning strategy not just for speaking skills but for learning in general by sharing learning plans and goals.

### ***Oral Production Using PBL.***

As part of the development of a language, oral production is considered a difficult skill to master; there are several variables to consider, as Vaca (2017) mentioned in his research *Increasing EFL Learners Oral Production at a Public School Through Project-Based Learning*. He observed a ninth-grade group through project-based learning to enhance spoken production in the English subject. The data obtained was through field notes, transcripts, and interviews. The study's conclusion demonstrated that project-based learning inspired students to boost oral production over lexical competence development. Besides, it helped them defeat fears in L2, and finally, that increased their motivation to know more about the school's life and community.

### **Rationale of the Research Study on the Literature**

According to the research studies that are the fundamental knowledge of this research, it was identified aspects like lack of vocabulary and fluency, and the emotional intention that was carried out by students to express themselves during the oral production. For the purpose of this research -Integration of Project-Based Learning (PBL) methodology and Ignatian Pedagogical Paradigm (IPP) to boost vocabulary in oral production for a real context-it is necessary to understand the meaning of vocabulary, oral production, and the importance of them boosting vocabulary in real contexts for young learners. Also, the way vocabulary is measured according to the Common European Framework.

## **Introduction to the Research Design**

### **Methodological Design**

This chapter describes the methodological design with a more profound and detailed description of the sample population, the research method, research approach, the procedures, techniques, the process of data collection, and the pedagogic strategy that was in the development of this research study (Garcia et al., 2017, p. 22). It also includes the study method used from the beginning of the process to the result of the diffusion. A mixed approach was applied, from the qualitative perspective, through which the relevance and interest in linking the target population to the research project was addressed; as for the quantitative, statistical analysis of the institutional standardized tests was performed, through pre-test and post-test questionnaires. With the results of the research, the integration of PBL and IPP was designed, oriented to the improvement of communicative abilities in the different areas of knowledge.

The current study was performed according to Sampieri's research methodology, who states qualitative approach uses the collecting and analysis of data to refine the research questions or to reveal new questions in the interpretation process. The type of research is descriptive, which is characterized by considering the phenomenon under study and its components; it also allows the measurement of concepts and variables. The approach used in this study was qualitative; according to Sampieri (2014), "The approach is based on data collection methods that are neither standardized nor completely predetermined. Such collection consists of obtaining the perspectives and points of view of the participants" The qualitative research involves using a collecting wide variety of materials-interviews, personal experiences, life stories, observations, historical texts, images, sounds-which describe routine and problematic situations and meanings in people's lives, as Young (2015) argued. According to the type of data

to be collected, it will be from a primary source. The technique used in this research was pre and post-test, according to Sampieri (2014) an instrument used in qualitative research methodology.

In addition, the results were taken using the standardized tests from the school which was a parallel process done during the study. Furthermore, it was a descriptive study as it focused on making a detailed report regarding what extent the integration of IPP and PBL can boost oral production in real contexts. Research methods arise from the conceptions and needs of researchers working in a specific discipline of knowledge and the research method guides and orientate the inquiry process and, therefore, chooses some methods or others by this way, we emphasize the instrumental character of the method to be used in the research.

Along with, Hammarberg, Kirkman & Lacey (2016) suggested this method is used to get answers to questions related to experience, meaning, and perspective; this methodology also reveals potential problems from the study's objective.

### **Research Method**

The method used was participatory action research (PAR); as Jacobs & Strode suggested through this research method, each individual takes an active and usually a critical role in the action-research process cited by Serpa et al. (2018), which allows getting reliable and valuable results and whose objective is to produce knowledge and systematize opinions on ninth-grade students, through a research process, which involves both the educational community and researchers, who will lead the research.

This research study used the participatory action research methodology; the process was carried out with the objective that researchers and participants understand and improve the practices in terms of oral production in a real context. This process is directly related to action, influenced by understanding students' background, culture and local context, and social relations.

It is a descriptive study as it focuses on making a detailed report on to what extent the integration of IPP and PBL can boost oral production in real contexts. Additionally, it is considered a qualitative study since it allowed the researchers to deeply acknowledge the impact of vocabulary usage for oral production in real contexts for students of high school from San Pedro Claver School.

The research method selected for this research was participatory action research commonly known as PAR; the reason for choosing this methodology was that it allows students, teachers, and administrative staff to take an active part in this process to generate the results of the research, the integration of PBL and IPP is designed, oriented to the improvement of the communicative abilities in the different areas of knowledge improvement proposed, and this is aligned with the main objectives of this research study. As Adelman (1993) states, action research contributes to reflective thought, which allows the development of creativity in the participants, which is relevant to the purpose of this study.

### **Research Approach**

The research approach used in this study was qualitative for the inquiry made to the target population on the relevance of a blended strategy by integrating a pedagogical strategy and an institutional paradigm for the improvement of oral communication and quantitative research approach since it takes into account the use of the data obtained from the application of the instruments to teachers and students oriented to identifying the difficulties students have when using the language for communication.

Having in mind, this research study wanted to understand the underlying motivations that were needed from young learners to boost oral expression, a methodology that could provide data in terms of perceptions, needs, and expectations from the target population was required,

then researchers decided to use qualitative research methodology so they could analyze those motivations.

In the foundation of this research, the following studies were taken into account; according to Seffar (2011), the type of exploratory study with a qualitative approach is applied, on the other hand, the teachers of the school Dr. Luis Felipe Borja Pérez, use a mixed approach. Luis Felipe Borja Pérez school used a mixed approach as well; finally, the study of Arevalo and Diaz (2016) performs mixed research which leads to the development of the application of this study that was designed with a qualitative approach through a Participatory Action Research (PAR) since it is a research that is conducted with the community and for the community but as it energizes the teaching-learning processes and staging of curricular content.

### **Data Collection Techniques**

Pérez (2000) highlighted that in pedagogy, a program refers to a systematic plan designed by the teacher to achieve specific goals. A coherent proposal must consider things like the plan's objective and goals, which must be aligned with the student's background, and the guidelines of the academic institution; also, the program must be clearly specified and detailed.

The following are the phases that were carried out to achieve the objectives of this study and resolve the problematic question in coherence with the selected method. Each phase will be presented one by one, and a brief explanation of each phase will be given, its purpose, and its results. All the data collected during these phases constitute the road map that structures the execution of the research.

The first stage was the diagnostic stage where there were a series of actions that were undertaken to establish students' perception of English classes, the methodology used, how the Ignatian paradigm impacts the learning process, and the deficiency in the cognitive process of

understanding the second language in real contexts by students. The second stage was the design stage where the researchers prepared the research instruments that allow gathering the information that contributed to answering the research question through the integration of IPP and PBL. The third stage was the implementation stage, where the pedagogic strategy that answered the research question of this study was implemented in for that stage the chosen vocabulary was selected according to the content from the English area of high school as well as the topics that were used in the interdisciplinary projects using the integration of IPP and PBL, making sure it belonged to B2 level according to the Common European Framework of Reference described in chapter 2 of this study. The vocabulary was presented in different input and output activities where students could express their ideas in a non-threat environment. Finally, in the evaluation stage, the research instruments validate the impact of the pedagogic strategy proposed and how improvements can be made for future implementations of this proposal.

### ***Description and Rationale of the Instruments***

This research considered the criteria of sufficiency and adequacy of the data. Sufficiency refers to the amount of data collected rather than the number of subjects. Also, sufficiency is achieved when a state of "information saturation" is reached, and the new information does not contribute anything new. On the other hand, adequacy refers to selecting information according to the theoretical needs of the study and the emerging model. (Rodríguez, Gil, & Garcia, 1996, p. 5)

Thus, based on the previous authors, in this section, the factors that contributed to vocabulary in the context of oral production were analyzed through three (3) instruments of collecting information, which were applied to the object of the study and shared the perspective

from IPP and PBL; their current learning needs in terms of vocabulary in context for oral production when developing interdisciplinary projects, and the impact of the integration of IPP and PBL in their learning process.

Therefore, to inquire about the perception, academic performance, learning needs in terms of self-evaluation when developing interdisciplinary projects, and the impact of the integration of IPP and PBL in their learning process, the researchers selected three different research instruments.

*Participatory Action Research (PAR)* simulates the non-neutral intervention of the researcher, in whose action and participation, together with that of the groups involved, help to transform reality through inquiry and action. The purpose of the researcher is practical and aims to enable participants to respond to a problem based on their own resources of knowledge and reflection, intervention, action, and resolution. It is a commitment to change and social improvement in participatory action research. It is achieved by collecting primary information gathered with techniques or tools of qualitative research through the inductive-deductive analysis of the information collected in such a way that the meaning of the narratives of the participating subjects is revealed—generating conclusions that respond to the research question and contribute to knowledge.

According to McLeod (2018), a questionnaire is a research instrument with a series of questions to collect respondents' information. The researcher does not need to be when questionnaires are answered, which is helpful for a large sample population, and the data could be instantly collected. This kind of instrument could be used to measure behavior, attitudes, preferences, opinions, and intentions more quickly than another method, as this research study aimed to know the opinion of students on how the integration of IPP and PBL boosts vocabulary

in the context for oral production; this research instrument was selected to collect the data from the sample population. The questions in a questionnaire were standardized, which allowed them to replicate them to validate the reliability of the instrument as cited by Young (2015), who argues questionnaires are commonly used to report opinions Dörnyei (2007). Moreover, Young (2015) stated a survey's purpose is to infer information from a population by examining a sample from that population. Surveys were conducted using a type of questionnaire, including tests, checklists, scales, surveys, schedules, or indicators.

The data was obtained directly from the source, as the ones who answered the questionnaires (test, diagnostic survey, self-evaluation survey) was the study's object. As Sampieri (2010) mentioned, the validity of these instruments depends on how sincere the object of the study answered the questionnaires and the efficacy of the instrument to measure what is expected, as it allows us to confront the variables from the study.

Furthermore, these methods were piloted with 16 % of the population to make sure the data collected fulfilled the expected results and to be able to adjust anything that could be needed prior to the implementation with the whole population, five students who correspond to 16 % approximately of the total population were selected randomly to answer the questionnaires to ensure the research instruments designed were appropriate to collect the information expected from the research. All the data collected was analyzed using the thematic analysis method.

In other words, once the researchers got the data, it was analyzed to familiarize themselves with it, then initial coding was assigned. Later on, the coding was examined based on the different themes; those themes were reviewed, defined, and named; after following all procedures, the researchers wrote their findings and pedagogical suggestions to improve the teacher's praxis and, as a result, the student's learning process.

### *Validation Procedures*

In order to validate the research instruments chosen for this study, there were three steps followed by the researchers; first, the research instruments were designed, then there was a piloting process, and finally, the implementation stage was done. Additionally, detailed advice was given by the tutor for the design of the research instruments; to obtain the expected data from the target population; once the instruments were designed, the tutor reviewed them with the researchers and provided some feedback to improve the instruments, when the adjustment to the instruments was made, the researchers shared the instruments with two experts for (Appendix 2) to validate the reliability of them to be used in the study. Finally, after the experts validated the instruments, there was the implementation. It is important to clarify that the instruments fulfill the thoroughness of the study.

The validity and reliability of instruments are provided in qualitative research by the same eminently critical process that accompanies qualitative methodology in all of its phases: information gathering, categorization, structuring, contrasting, and theorizing processes, and, in particular, in the criteria for evaluating the results or theoretical structures as the research's final objective. In terms of reliability, Sampierie states that reliable research is steady, safe, harmonious, the same at different times, and predictable in the future, but that it is nearly impossible to duplicate the identical conditions in which behavior and its study took place in the human sciences. As a result, the studies' dependability is ensured by the application of rigorous and methodical techniques (Hernández, 2014).

However, there are various aspects that can affect the instruments' reliability and validity, such as improvisation when thinking that the instruments can be chosen and designed on the fly without knowing the variables to be tested. Another element is the employment of tools designed

for other contexts, which will have a language, temporal, and cultural influence. Therefore, the instrument may not be suited for the persons to whom it will be administered, or it may utilize unfamiliar vocabulary (Hernández, 2014). As a result, the research instruments in this study were created with the selected key informants in mind and assessed by outside experts, who generated a series of recommendations that were taken into account prior to application.

### **Pedagogical Intervention and Application**

The intervention was carried out in the framework of constructivism from the framework of the pedagogical model of the school, which described constructivism as a way of conceiving the person's learning process. Indeed, the person is perceived as a being capable of constructing their own knowledge. In this sense, constructivism is an epistemology or way of approaching and understanding human knowledge. When the intervention was needed, the researchers gave the target population the instruments to be filled during English classes. Students found the questionnaires easy to fill in, and the way they were asked was appropriate, so they felt comfortable answering them; there was not any technical issue while students were filling in those questionnaires, and once they were filled researchers could have the answers immediately as they were designed in a digital format.

### ***Instructional Design***

A qualitative approach was used taking into account the pedagogical perspective, to address the relevance and interest of connecting the target population to the research project; for the quantitative approach, statistical analysis of the institutional standardized tests was carried out, through pre-test and post-test questionnaires. With the help of the research findings, the integration of PBL and IPP was created to enhance students' communicative skills in various areas of knowledge. As an example of this, the appropriation of the technical language gained in

the different areas of knowledge like mathematics, in which the concepts and vocabulary were learned and assimilated to apply them in an oral presentation to describe a procedure.

The target population was selected from San Pedro Claver School; it was classified, the criteria used for this purpose, their gender, their age, their economic background, and what kind of employment their parent have as well as the sampling procedures that were used in this research study, this target population allowed the application and development of the proposed research, which involves technologies, educational strategies and are guided to boost the vocabulary in the use of oral production.

This research study took the sample population from Colegio San Pedro Claver, located in Bucaramanga, Santander, Colombia, according to the Caracterización Comunidad Educativa report provided by the school (San Pedro Claver, 2019, pp. 6-7). The main target population was three (3) English teachers from the institution and thirty (30) students. Most of the students belong to the high-class society of Bucaramanga, and they have chosen the school because of its high-quality standards and academic performance. This research study aims to boost the vocabulary level of students to have effective communication in different academic subjects through transversal projects within the school subjects according to PBL main purpose.

Also, this research's sample population comprises 30 students who belong to 9<sup>th</sup> grade in the groups of A, B, and C, and three (3) English teachers from the institution. For this research study, an English teacher monitored the students' performance; the object of study was the thirty (30) students from 9th grade. Ten (10) students were selected from each group and three (3) English teachers from the institution. The students' age was between 14 and 15, mainly from 4 and 5 socioeconomic levels. According to *The British journal of social psychology* (2018), the social-economic level is at which people grew up, and the impact on their social and personal

identities and influences both social behavior, since Colombia has different of these levels, the most common are the low, the middle and the high, which our target population belongs to. The English level in speaking skill of the target population at the beginning of the study was 43.80% of students in B1, 13.87 % in A2, and 32.85 % in A1 and 9.48% did not report any level according to the Preliminary English Test (PET) examination they took on August 28th, 2019. ACODESI. (2019). Resultados pruebas Cambridge colegios Jesuitas.

The students' target population was divided between fifty-five point three (55.3%) masculine gender and forty-four point six (44.6%) feminine gender. The teachers' target population was forty-one point six (41.6 %) male gender and fifty-eight point three (58.3 %) female gender. Additionally, eighty-nine (89%) of the students' families have monthly incomes that fluctuate between 3 and 5 current legal minimum wages SMMLV for its acronyms in Spanish, the support of the students' families falls, in a more significant proportion, on the two parents. Still, there are cases in which only the father works to support the family. Among the parents of high school students, the undergraduate education level prevails, sixty-nine point three (69.3%) followed, in a lower proportion by parents with an associate education level thirty point three (30.3%). Finally, the basic primary corresponds to zero point four (0.4%).

Regarding their parents' work activities, most parents work in the private sector, holding positions such as bank managers, administrators, lawyers, and other population work in the public sector, in entities such as the military forces and heads of dependencies. To inquire about the perception that the Claverian community that is under study has about the impact of the integration of IPP and PBL to boost vocabulary acquisition in oral production, thirty (30) students will be selected by the conventional method, that is, students who will be available at

the time of the application of the instruments and three (3) English teachers from the institution who teach English subject those grades were selected.

The criteria used to select the sample population was to choose from the 3 courses of 9th grade, students who were going on cultural exchanges through summer camps in Canada and the U.S. that needed to know the vocabulary in real context for oral production; some of the specific qualifications to take into account in this group were the academic performance and the attitudinal behavior of the students, which were selected because they wanted to improve and boost the English level but most of it the oral production skill and the three (3) English teachers who were in charge of developing interdisciplinary projects with them.

At this stage of the research study, it is important to ensure the accuracy of the investigation. For this, the criteria of sufficiency and adequacy of the data must be taken into account. Sufficiency refers to the amount of data collected rather than the number of subjects. Sufficiency is achieved when a state of "information saturation" is reached, and the new information does not contribute anything new. On the other hand, adequacy refers to selecting information according to the theoretical needs of the study and the emerging model. (Rodríguez, Gil, & Garcia, 1996, p. 5)

This design was divided into three stages: The first was the structuring of the instruments, the second was the development of the process, and the third was follow-up and evaluation. The process began with the adjustments to the design of the instruments, taking into account that the thesis advisor shared different instruments that were meant to collect the type of data they were looking for, instruments such as surveys, interviews, focus groups, etc.

During the process, it was taken into account first the review of the thesis advisor, secondly the review of the piloting adjustments, and thirdly the validation of instruments by

experts. Two quality systems were performed, the piloting and the other rigorousness by experts. Based on the data obtained from the diagnostic survey given to the target population, the researchers designed the instruments to collect data to help them develop a methodology that could solve those needs. The researchers decided to use a diagnostic test, a pre and post-vocabulary test, and a self-assessment, and the thesis advisor kept track of them through synchronic tutoring sessions with the researchers; after each session, the thesis advisor gave meaningful feedback to the researchers to adjust the instruments and the instruments needed to be approved by the thesis advisor before they were presented to the target population.

### ***Development of Application***

In order to apply the instruments, the researchers set up a specific date and time for the target population to fill in the instruments; instructions were given with as many details as possible, so students did not have any trouble answering them. The purpose of the instrument was also explained, and the way personal data was going to be managed was presented to the students, so they knew the procedures that were going to be followed. Some of the students took more time than usual to present it; however, they could finish after giving ten minutes more; this could happen because some of them did not know the meaning of some words or because they were not sure about the correct answer, so, they were indecisive and wanted to be sure about the correct answer,

In conclusion, the adjustments were made according to the suggestions made by the tutor and by the experts, taking into account the pilot group that was carried out with the children who were selected, the procedure of the application of the instruments was successful, and some students took that test an opportunity to test their knowledge and how well they were performed during a formal test.

***Ethical Protocol***

The researcher who works in the school was informed about the study to the directives and asked for permission so the research could be done; after the approval, the students were informed about the selection and then to protect participants' privacy, keeping in mind that the target population is minors, and with the objective to make the data collection techniques and the results reliable, the students knew the purpose of the research and the procedures to be carried out. An authorization letter was sent to each student's parents, who participated in this research study. Following the students' identity information, it was always treated anonymously. To this end, it was assured that none of the present study results nor the analysis results were disclosed. Finally, it is important to clarify that none of those results were used to impact the population but only to be analyzed

## **Data Analysis and Findings**

This chapter describes the data analysis and findings, the data management procedures, and the data analysis process; the information collected as described in detail, including the challenges, achievements, and opportunities faced during the process. This research project was developed in the framework of Participatory Action Research (PAR) due to the interaction generated between the researchers and the target population in the perspective of an improvement proposal in the vocabulary for real context in oral production.

### **Introduction to Data Analysis and Findings**

The analysis and findings emerge from the different moments in the research process, as the beginning of the diagnosis, consequently an interaction with the community, which is one of the characteristics of the PAR, and finally, instruments were applied; a questionnaire that described the perception from the students, teachers, and administrative staff revealing the vocabulary level of the students and giving the community context promoting the educational proposal designed by the researchers to impact the educational process to improve the difficulty found in the problematic question. In the same process, it was evidenced that there had been a meaningful improvement in oral production among students who know how to use and recognize vocabulary in a real context for specific purposes. This can be shown in the following analysis presented in this chapter that was applied to the target population, and the process held with the educational community by the researchers.

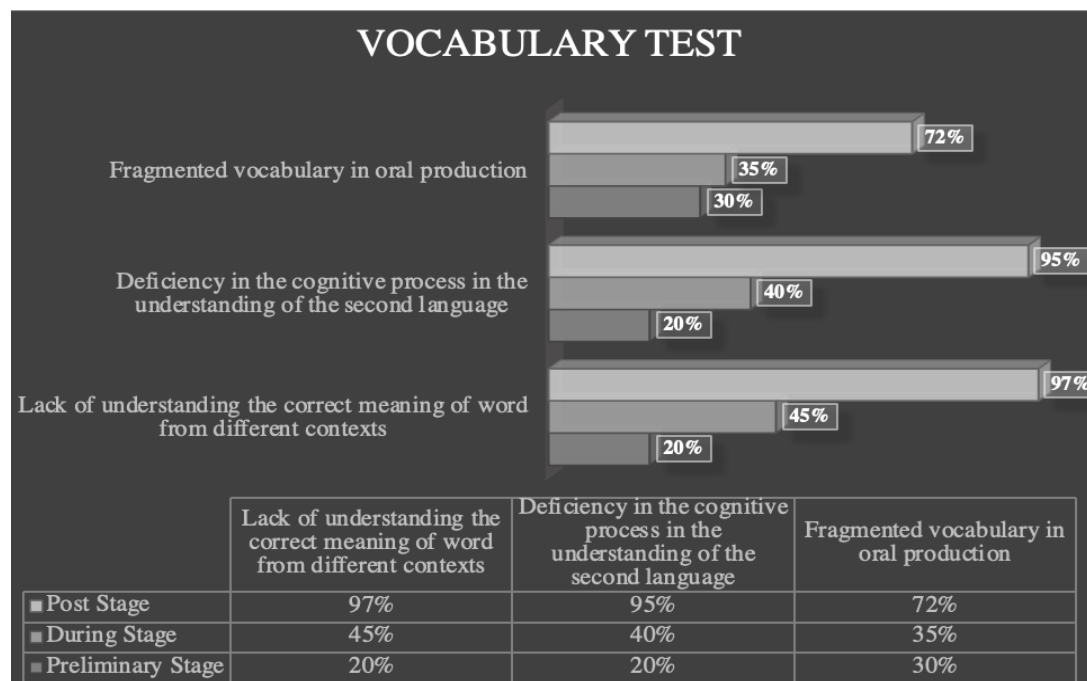
### **Data Management Procedures**

#### ***Data Analysis Process***

The current research was a qualitative study, this approach was selected as it helped to answer the main research question from the current study. It was a descriptive study; the method

used to collect the data was participatory action research (PAR); as Jacobs & Strode suggested through this research method, each individual takes an active and usually a critical role in the action-research process cited by Serpa et al. (2018), which allows getting reliable and valuable results and whose objective is to produce knowledge and systematize opinions from high school students, through a research process, which involves both the educational community and researchers, who led the research. Additionally, Hammarberg, Kirkman & Lacey (2016) suggested this kind of method is used to answer questions related to experience, meaning, and perspective as this methodology also reveals potential problems from the study's objective.

Furthermore, the qualitative research involved using and collecting a wide variety of materials-interviews, personal experiences, observations, historical texts, images, and sounds-which describe routine and problematic situations and meanings in people's lives, as Young (2015) argued. In the school, the researchers directly interact with the target population since one of the researchers gives them classes in which it was observed the students' emotional learning process, the communication ways that were found before, during, and after the process, also allowed some adjustments in the learning process of oral production and the vocabulary acquisition to the students in the school.

**Figure 2.***Vocabulary Test*

Source: Authors' elaboration

***Data Collection Processing***

According to the data type, data was collected from a primary source. The questionnaires were administered to participants by the English teacher, who informed the target population about the study's objectives. They were also informed about the voluntary, anonymous, and confidential nature of the research, and they all agreed to be part of it as they signed the consent given by the researchers; the three questionnaires were filled out during English class at school.

Further, the data collected were analyzed using thematic analysis; Cohen (2007) mentions it is one of the most common forms of analysis used in qualitative research; this method includes recording categories, themes, and patterns and examining and finding key data. The

questionnaires used in this study were carefully analyzed to ensure that the data gathered could provide the expected information. This method has three (3) stages as follows:

### **Data Management Procedure 1**

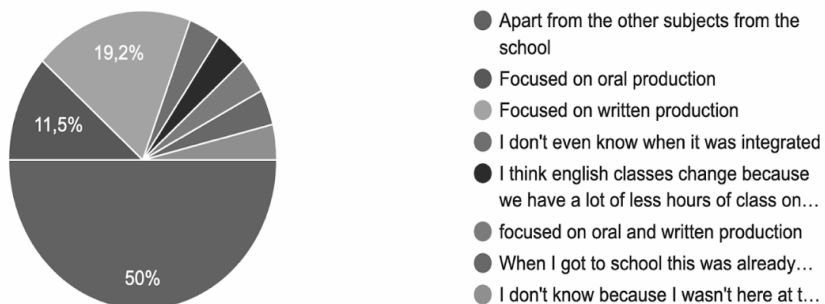
#### ***First Stage: Diagnostic***

In this stage, the instruments applied were the diagnostic survey that provided students' perception of the English class performance, the type of methodology used in the classes, and the awareness of the Ignatian paradigm in the learning process. Also, it was found that the fragmented level of vocabulary, inaccurate understanding of word meaning, lack of understanding of vocabulary from different contexts, and deficiency in the cognitive process in the understanding of the second language in the students. Further, another instrument showed the positive students' perception of the implementation of the research study and how meaningful they found it in their learning process. Along with this, it was found that students mentioned that English classes were apart from the rest of the areas; the results reported that 80% of the students agreed with the fact that English classes improved after the integration of PBL. The target population mentioned that before the integration, classes were not the same, there was a lot of information given by teachers, and students could not process it or even know how to apply that knowledge to their life.

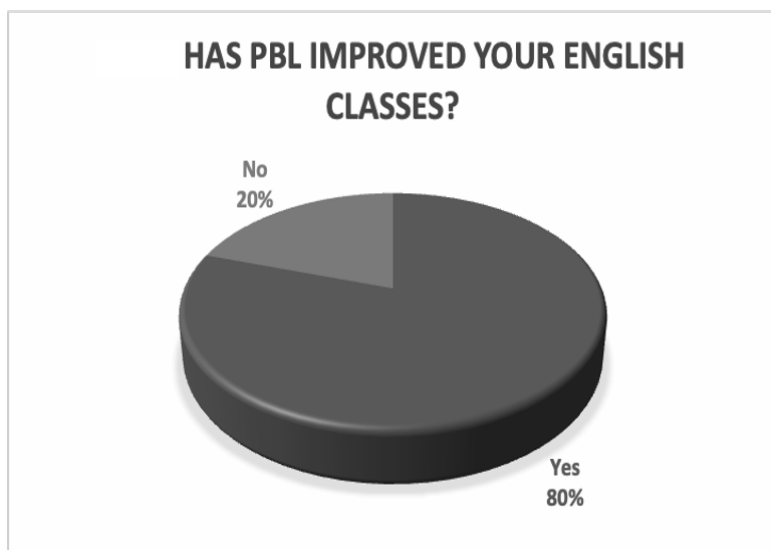
**Figure 3.***Student Diagnostic Survey*

2. How could you describe English classes before the integration of PBL?

26 respuestas



Source: Authors' elaboration

**Figure 4.***Student Self-Evaluation*

Source: Authors' elaboration

Furthermore, it was found that there has been a positive impact on the student's learning process after the integration of PBL and IPP. English classes have improved because of PBL.

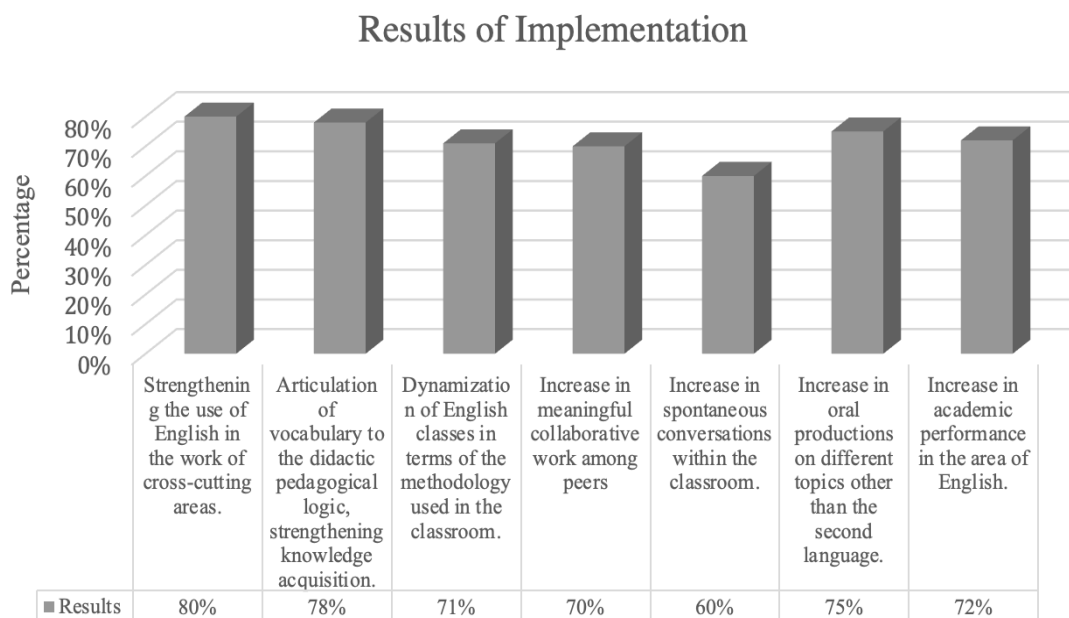
Apart from this, another finding is that PBL has influenced the academic community as they have developed leadership, responsibility, and teamwork as well as the classes are exciting now. On the other hand, it was found teaching has improved as students are more motivated and engaged in meaningful experiences; PBL has been perceived as an improvement in their class activities due to increasing motivation and engagement.

The community mentioned that PBL has helped them be more time management efficient and learn different topics from a variety of subjects and apply that knowledge to their lives; in the end, it was found that classwork after the implementation is meaningful for the target population. Furthermore, they mentioned that PBL contributed to having more challenging classes, and teachers needed to innovate in order to offer effective teaching.

## **Data Management Procedure 2**

### ***Second Stage: Organization and Analysis***

According to the pre- vocabulary test, the results obtained from the 50 questions; 100% of students correctly answered 10 questions related to daily life topics (questions numbers 1, 2, 3, 8,16, 32, 35, 36, 37 39). The next group of students representing 93% of the population got 93,5% 10 questions related to educational topics answered correctly (questions numbers (13, 14, 18, 20, 23, 24, 25, 27, 40, 48). From this, we can say that the population knows almost 96 % of the vocabulary words from the test. This represents that students had the level of vocabulary required to implement the IPP and PBL, relating the finding found with the lack of understanding of the correctness of words from different contexts, which is the 20%, which is coherent with the fragmented vocabulary in oral production which represented the 30%. As a result of the implementation of the proposal of the IPP and PBL, the following results.

**Figure 5.***Results of Implementation*

Source: Authors' elaboration

***Post-Test***

It was found that from the 50 questions of the instrument, 97% of students got 100% correct answers in 4 questions (12, 22, 29, 55) related to academic topics. Also, 100% of the students got between 90-97% correct answers to 7 questions related to daily life on the ecological emphasis (5, 10, 13, 18, 25, 27, 31). 15% of the target population got between 80-89% correct answers in 8 questions (2, 4, 19, 32, 34, 45, 46, 47) related to daily habits. From this, we can conclude that the population knows almost 50% of the vocabulary words from the test. It is essential in this analysis to mention that the questions in the post-vocabulary test were more complex since the vocabulary has to be put into context according to different paragraphs instead of isolated questions and words.

In the entrance test, 20% of the students do not handle lack of understanding of the correct meaning of words from different contexts, and in the post-test, after the implementation of the transversal proposal based on the integration of the IPP and PBL, it is increased to 97 % handling lack of understanding the correct meaning of a word from different contexts; in the same sense deficiency in the cognitive process in the understanding of the second language got from 20% to 95% and fragmented vocabulary in oral production from 30% to 72%.

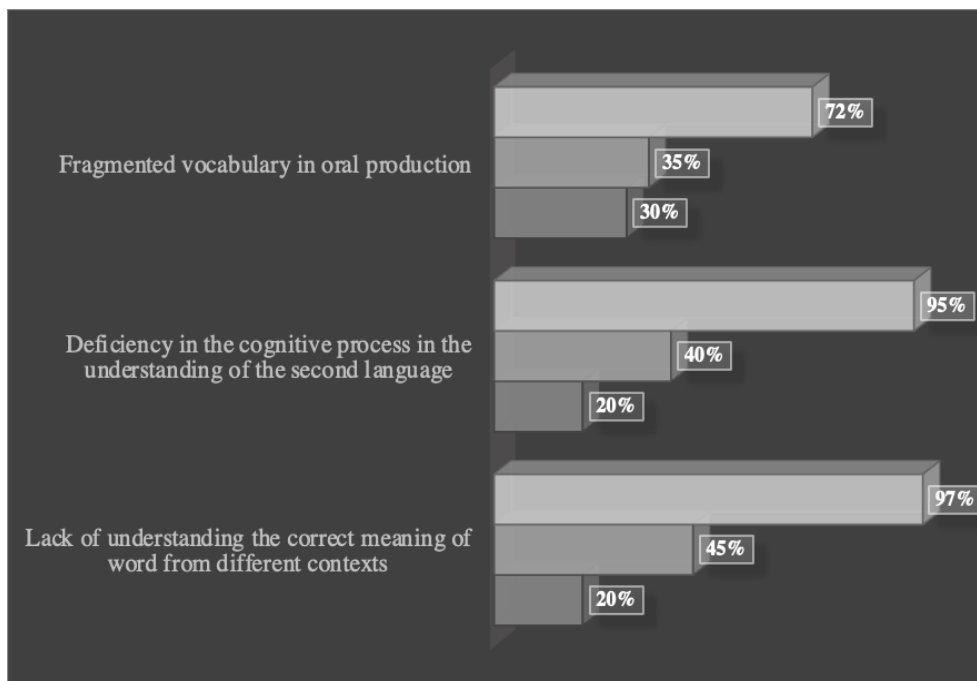
### **Data Management Procedure 3**

#### ***Third Stage: Proposals and Conclusions***

##### **Qualitative Perspective.**

Based on one of the principles of PBL, where collaborative work generates a coherent product, and a fluid discourse, a scenario for meaningful collective learning is created. This results in low levels of insecurity, increased creativity, and increased risk of proposing concepts, discourses, and theoretical illusions, reaching a high-quality product in the type of proposal made depending on the topic.

Based on the guidelines of the pedagogical model that orients the respect for individuality from the equity and inclusion of the educational community of San Pedro Claver (2019), we propose the formation of collaborative groups in a context where the student is free and autonomous to establish their links, from an empathetic perspective that manages the construction of collective knowledge. This strategy increased by more than 75% of Lack of understanding of the correct meaning of words from different contexts, deficiency in the cognitive process of understanding the second language, and fragmented vocabulary in oral production.

**Figure 6.***Percentages of the Improvement*

Source: Authors' elaboration

After the implementation of the proposal, a self-evaluation survey done by students showed a positive impact of the application since students demonstrated that the teachers' praxis had improved in the classroom by strengthening critical thinking, creative thinking, solidarity with others, and the increase of motivational activities which help to create an environment free of inhibition and social cohesion.

**Figure 7.***Impact of the Implementation of the Proposal*

	Strengthening the use of English in the work of cross-cutting areas.	Articulation of vocabulary to the didactic pedagogical logic, strengthening knowledge acquisition.	Dynamization of English classes in terms of the methodology used in the classroom.	Increase in meaningful collaborative work among peers	Increase in spontaneous conversations within the classroom.	Increase in oral productions on different topics other than the second language.	Increase in academic performance in the area of English.
Percentage	<b>80%</b>	<b>78%</b>	<b>71%</b>	<b>70%</b>	<b>60%</b>	<b>75%</b>	<b>72%</b>

Source: Authors' elaboration

When the diagnosis was made, it was determined that there were some deficiencies, mainly in language learning and oral production. However, students already have the vocabulary level and then with the implementation of the IPP and PBL, what was achieved is to strengthen the accuracy in the use of words and links in a collective construction of discourse in everyday life but also in aspects of daily academic life and ecological topics, which will happen with this is that it would affect both the development of learning-teaching and in the development of a socio-affective context.

Regarding life enrichment, it was found that PBL had enriched the lives of the target population of this research study as today's classes are exciting, knowledge has been integrated, and an improvement in oral production was noticed among the students. PBL has also contributed to collaborative work. Now, the English language takes an active role in the teaching and learning process, which was found in the diagnostic survey results and the self-evaluation results that were applied to the target population.

## **Categories**

The categories designed in this research study were created based on the results of the preliminary qualitative findings, which were performed according to the Participatory Action Research approach. Those findings were validated through the information obtained from the instruments given to the target population, as well as from the experts who reviewed this study, which in the end will give an answer to the hypothesis.

### ***Participatory Action Research (PAR)***

To gather and measure the data obtained from the research instruments, categories needed to be created which basically refers to grouping the data into sections that represent the topics that were the core of the study as those categories helped the researchers to measure what extent the integration of IPP and PBL can boost oral production in young learners. Three categories came from the data collected; those categories were research organization forms, participation, and core column definition.

### ***Discussion of Categories***

The categories presented in this study it is organized according to the participatory action research (PAR); the researchers grouped the data obtained from the results; the process was done by identifying, comparing, and contrasting the initial information obtained, and then it was classified into sections that represent the topics that were the core of this study. The categories selected were.

#### ***First Category- Construction of Collective Learning***

In this first category, the institutional context is analyzed, based on the pedagogical model of the San Pedro Claver School, which “assumes Project Based Learning as an active educational methodology that enriches the personalized approach, the essence of the Ignatian

pedagogical style, and involves the student as the protagonist of his or her own learning in the development and strengthening of cognitive and socio-affective skills through cooperative work.” San Pedro Claver (2021) which allowed it to be applied to this project model.

The process started to research organization forms, it consisted in organizing randomly 100% of the students according to parameters like free and autonomous to establish their links, from an empathetic perspective that manages the construction of a collective. To start, teachers who work with PBL do not play the role of teachers; instead, they are mediators, as Villegas (2012) said. The role of mediators makes them no longer the knowledge owners; on the contrary, they are learning facilitators with a greater impact on the learning process of both themselves and the students. In this scenario, mediators and students construct knowledge together; the experience and the knowledge from the facilitator allow him to provide the appropriate strategy so students can achieve clear objectives. This strategy helps generate autonomous learning, which is among the goals of integrating PBL and IPP. The results from the diagnosis survey given to students showed that 50% of the students think English subject was separated from the rest of the areas, another 19.2% think that it was focused on written production, and 11.5% consider that it was focused on oral production then when implementation was implemented this reality improved. The relevance of this category for the research is pointed out that it was taken from the methodology of the target school which has the component of collaborative work as a core in the learning process and enriches the interaction and quality in education.

### ***Second Category-PBL and IPP Implementation as a Research Study***

The category was selected by considering the implementation of the PBL and IPP in the high school students in San Pedro Claver School which characterized the population, that were interested in improving the use of the language, the transversality in the development of the

different knowledge areas; it was evident the correlation of the language in the different areas of knowledge of the curriculum of the institution was coherent with the institutional pedagogical model, it was relevant for the process of this project since it is core for the research.

### ***Third category- Core Column Definition***

This category arises from the analysis of the diagnosis which showed a representative difficulty in 70% of oral production and also in 80% of the learning process of the English language although 80% of students had knowledge of the vocabulary available. Language acquisition and oral production is among the most difficult skills to master in the research called Increasing EFL Learners Oral Production performed by Vaca (2017); they noticed a ninth-grade group of students enhanced oral production in the English subject through PBL. The pre and post-vocabulary test given to students for this study showed that even though the percentage of correct answers from the pre to post-test did not increase, instead of decreasing after the educational proposal was implemented, students were able to use vocabulary in context. At the end of the study, PBL encouraged students to improve their oral production by defeating the fear of talking in English.

These three categories helped to answer the main objectives of this study which are to diagnose the vocabulary level of the students in the 9th grade of the San Pedro Claver school, to analyze the results of the finding obtained in the diagnosing, to design an educational proposal to boost vocabulary in oral production for a real context experience through PBL and IPP integration and to determine the impact of the proposal on the oral production of the students.

Keeping in mind that the native language of the target population is Spanish, vast vocabulary knowledge can contribute to effective communication; as Arévalo & Díaz (2016) mentioned, vocabulary is a skill to be developed at all levels. Furthermore, English teachers and

experts on language acquisition have noticed that among the reasons students struggle to communicate is because of a lack of effective vocabulary to communicate in a real context.

In order to establish the vocabulary level of the target population, a pre and post-vocabulary test was designed, implemented, and analyzed; the pre-vocabulary test had the words in an isolated way while the post-vocabulary test, vocabulary was within a context, so students needed not just to know the meaning of the words but also how to use them in daily life situations

### **Hypothesis Testing and Operationalization of Variable**

#### ***Hypothesis Testing***

According to Sampieri (2014) p. 114, "hypotheses indicate what we are trying to test and are defined as tentative explanations of the phenomenon under investigation. They are derived from existing theories and should be formulated as propositions. In fact, they are tentative answers to the research questions. As their name indicates, Alternative Hypotheses have alternative possibilities to the research and null hypotheses: they offer a description or explanation different from those provided by the latter. a description or explanation different from those provided by the latter."

The general hypothesis chosen was when Project-Based Learning (PBL) and Ignatian Pedagogical Paradigm (IPP) are integrated, vocabulary can be boosted to increase the use for conversational purposes in real contexts for young learners. The Alternative hypothesis was that Project-Based Learning (PBL) and Ignatian Pedagogical Paradigm (IPP) boosted but can not increase the integrated vocabulary to boost the oral production for conversational purposes in real contexts for young learners. In the development of the research project, the integration of the Project-Based Learning (PBL) and Ignatian Pedagogical Paradigm (IPP) increased by 97%

understanding of the correct meaning of words from different contexts y cognitive processes in the understanding of the second language; these results demonstrate the fulfillment of the general hypothesis.

### ***Descriptive Hypothesis***

The type of hypothesis in this work is descriptive since it is characterized by describing a relationship between anticipating the type of variable expected, in the case of this study the expectation of whether the integration of PBL and IPP improves the students' communicative ability. According to Hernández Sampieri (2014), these are the precise guidelines for the research problem or phenomenon under study. It is possible to have one or several hypotheses, or definitely not to have any. They can be defined as tentative explanations of the investigated phenomenon formulated as propositions". The following hypothesis: The integration of PBL and IPP in the implementation of this proposal increases the management of the verbalization of the English language.

### ***Operationalization of Variable***

In the research study, there were three variables that were taken into participatory action research (PAR); those categories were research organization forms, participation, and core column definition. The independent variable Project-Based Learning (PBL) and Ignatian Pedagogical Paradigm (IPP) were integrated into the proposal, the concept definition which was Project-based learning (PBL) refers to "an inquiry-based instructional method that engages learners in knowledge construction by having them accomplish meaningful projects and develop real-world products" as Pengyue G, Nadira S, Lysanne S. P, Wilfried A (2020) cited. Ignatian Pedagogical Paradigm (IPP) "is a relatively new depiction of Jesuit teaching values. Introduced in 1993, the paradigm as it is now typically illustrated was developed as a result of several years

of study by the International Commission on Apostolate of Jesuit Education (Society of Jesus)." Society of Jesus. *Ignatian Pedagogy: Practical Approach* (1993).

Operational definition: The variable was analyzed by correlating all the topic areas in a project where they could be developed for the students using the institution Paradigm, so, students use the vocabulary words learned from different subjects and applied them to performance oral production in the English classes; also they used that knowledge to establish expontaneous speeches during the other classes where the IPP and PBL emerged. The instrument used to measure the scope of the implementation was a survey that showed the perception of the students from the IPP and PBL implementation.

***Dependent Variable: Academic Performance of the Target Population.***

Concept Definition: Academic performance is "the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals." According to Narad, A & Abdullah, B. (2016).

Operational Definition: The variable was analyzed by using a vocabulary pre-test which allowed to diagnose the level of the target population at the beginning of the research and a post-test to evaluate the level after the implementation

**Reliability and Validity of Analysis and Findings**

According to Sampierie (2010), validity refers to what extent the research instrument designed by the researchers actually measures the variable it is intended to measure; in other words, there should be confidence in the results as if that is not achieved, there is no "pure" experiment. The instrument was delivered to experts for validation with the table of variable operationalization (see Appendixes 3 and 4) and the instrument with the variables. The instrument includes the questions and their response possibilities, as well as the

operationalization of the variables. Based on their findings, relevant changes were made to the content, relevance, ambiguity, language, and other factors they felt needed to be improved.

The validity of this research study was measured by internal and external control validity methodology; two expert professional researchers with a high professional trajectory analyzed the instruments and validated them. History was not a limitation in the internal validity as the participants from the experimental and control groups were under the same conditions when they filled in the questionnaires. Maturation was not an issue as both groups matured in the same way during the implementation process. Regarding the instability of the measurement instrument, a stable and trusty instrument was designed.

For reliability, the instruments were subjected to a pilot test. According to Sampieri, the recommended number of pilot participants is between 10% and 20% of the entire sample size. The majority of them were easily accessible, and the pilot could accommodate this amount of participants. Only two students were selected randomly from each of the three groups to be surveyed to verify if the results corresponded with the objectives researched. For reliability, it was applied Cronbach's alpha scale, according to Salkind, N. (2015). "Cronbach's alpha,  $\alpha$  (or coefficient alpha), developed by Lee Cronbach in 1951, measures reliability, or internal consistency. "Reliability" is another name for consistency." As a result, it was determined that the instrument created was valid and reliable for use with the sample under investigation.

## **Discussions and Conclusions**

### **Introduction to Discussions and Conclusions**

This chapter describes the significance of the results obtained through the diagnosis and the development of each of the phases of the Participatory Action Research (PAR) within which the input and output test is included; the conclusions are the answer obtained to each of the specific objectives of this research which are to analyze the results of the finding obtained in the diagnosing, to design an educational proposal to boost vocabulary in oral production for a real context experience through PBL and IPP integration and to determine the impact of the proposal on the oral production of the students and also the pedagogical and research implications for the field of the study, the research limitations of the study, the recommendations for further research and the conclusions which summarize the expectations from the research study.

### **Significance of the Results**

The implementation represented a positive aspect in the learning and teaching process as the integration of the two systems led to a dynamic of permanent improvement in oral production among the students, this is related to knowledge integration, and this finding answers the research questions on how it impacted the context in integrating a real context experience by implementing PBL and IPP proposed for this study. The finding that students knew about PBL is associated with the fact that group directors presented it to the students through meetings, workshops, and class discussion time. This finding plays an important role in the area's correlational projects that were then implemented.

Another relevant importance was that classes were apart from other areas because before the implementation, the IPP paradigm allowed the student to acquire knowledge in each specific area without having common points with the rest of the areas; also, it was not possible to verify

if the student could apply that knowledge for their life project then, this is one of the findings that can be evaluated by the time students graduate from high school.

The finding that classes have improved because of PBL is related to the fact that now with PBL, students can show how the knowledge they acquire in the different areas can be used for their life projects. It also allows the different areas to find common characteristics so students can see knowledge as a whole due to the correlational projects integrating IPP and PBL, it was found that the population from this research study develops leadership and teamwork, which is aligned with IPP's attempt to make meaning from students learning and then move to action based on what they have learned. Also, because activities are now more appealing to students, it was found they are more motivated and engaged in meaningful experiences that they can take with them once they leave school. Hence, in the end, there is a change in their lives.

The finding that teachers had enriched their life with the integration is associated with the fact that now they can learn about different areas, and the projects developed in classes can be used in real life. It was also found that because of the implementation of this research study, knowledge has been integrated; as a consequence of the implementation, it was also found students learned to play a specific role within the transversal projects developed at school, which can take us to the conclusion that having implemented PBL has been positive for them from different perspectives.

The hybridization of learning strategies and techniques, through digital mediation, shows the development of significant communicational skills of the learning of a new lexicon with which the student internalizes and puts into practice in his individual development and which in turn is the tool that helps him to share in the group or social part of his environment, making all these skills of him as a learner are perfected and grow giving meaning to his learning.

The result obtained in the research on the diagnosis of the vocabulary level of the students in high school at San Pedro Claver School increased by 77%, after the implementation of the PBL and IPP proposal, it is evident in the process of the massive acceptance of the ludic components, these components on the student feeling confident in the participation in class and motivation. With the implementation of the PBL and IPP proposal, the strategy increased by 97% in understanding the correct meaning of words from different contexts, 95% in the cognitive process of understanding the second language, and 72% in the fragmented vocabulary in oral production.

Moreover, 97% of the students obtain an understanding of the correct meaning of words from different contexts in the correlated subject areas like math, social studies, and science, among other subjects, through the articulation of the proposal of hybridization of PBL and IPP, and it is achieved through didactic strategies, characterized by transversality, in addition to the dynamization of English classes, through this methodology used in class. According to the results, the aspects that had better performance were the use of English in the work of correlation subject areas and the articulation of vocabulary to strengthen knowledge acquisition and increase oral production on different topics other than the second language, due to the interactive process that was suggested and the individual acquisition that every student developed during the performance, meanwhile the increase in spontaneous conversations within the classroom with 60% evidencing the manage of vocabulary for specific purposes which helped the oral production reaching to 75%.

In the development process of understanding the second language, 95% was achieved by strengthening the use of English in the work of correlated subject areas; for instance, the student learns the specific area of knowledge as well as the use and meaning of concepts in the second

language, specifically in the technical language of the reading of graphs used in the area of mathematics which supports the reading of graphs that students perform in the English Reading class the increment in meaningful collaborative work among peers, as well as the practice of spontaneous conversations within the classroom; according to Chaljub, M. (2014) stated that collaborative work focuses on the reasoning for divergent thinking or creative thinking, through learning activities based on the principle of didactic socialization and positive interdependence among learners.

The use of vocabulary in oral production reaches 72%, in the implementation of this research according to the development and strengthening of the management of a second English language, since the last process to have under control is the verbal operation of the concepts, which in this case have value in the specific area of knowledge and also in the use of the language, in language acquisition, oral production is among the most difficult skills to master in the research called *Increasing EFL Learners Oral Production* performed by Vaca (2017); he noticed a ninth-grade group of students enhanced oral production in the English subject through PBL. At the end of the study, PBL encouraged students to improve their oral production by defeating the fear of talking in English. The pre and post-vocabulary test given to students for this study showed that even though the percentage of correct answers from the pre to post-test did not increase, instead of decreasing after the educational proposal was implemented, students were able to use vocabulary in context.

### **Pedagogical and Research Implications for the Field of Study**

The pedagogical implications on the learning-teaching process are observed with the implementation of the PBL and IPP proposal, aided by the experience of the institutional pedagogical framework; from the perspective of constructivism, the research interprets the

institutional intentions and improves them with the proposal of hybridization of PBL and IPP, as demonstrated in the results of the research project. In the same way, the finding found that PBL and IPP proposal has enriched students' school life as today's classes are more exciting is similar to what was found by Henawy & Alqahtani (2015) in their research called Using Project-Based Learning for Developing English Oral Performance: A Learner-Friendly Model where they found PBL for the students was learning challenging fun and motivating as it allowed even shy students to express themselves easily.

The finding related to the impact of integrating IPP and PBL as a strong pedagogical framework at school differs from the finding from McAvoy (2013) in his research study called "Training Faculty to Adopt the Ignatian Pedagogical Paradigm, IPP and its Influence on Teaching and Learning: Process and Outcomes" were among the training outcomes he mentioned it was found the clarity about the importance of basing curriculum and instruction on a strong pedagogical framework by using IPP because this research study integrated not only IPP but also PBL which makes this study unique.

McAvoy (2013), in his research study called "Training Faculty to Adopt the Ignatian Pedagogical Paradigm, IPP, and its Influence on Teaching and Learning: Process and Outcomes," also found teacher's abiding commitment to serving students and others; this research study found that after collaborative integration work improved significantly which is similarity. On the other hand, the proposal of this research study demonstrated that after the implementation, students were able to guess the meaning of the word in a context, not just in a simple sentence as was given in the diagnostic vocabulary test. As Arévalo & Díaz (2016) in their research study called "The Relationship Between Vocabulary Level And Speaking Ability," found the way vocabulary is taught plays a crucial role in the way students store and use it, in this case within a

context. However, this may not be applicable to all target populations as this was implemented along with the transversal area's projects developed by the target population of this study.

This research project focuses on the qualitative approach and exploratory type through the participatory action research (PAR), giving relevance to the interactive process that is done with and for the students and the educational process, linking the researchers from a scientific perspective this is done by taking into account the phases of the PAR, these phases will allow the proposal of hybridization of the IPP and PBL articulated in the institutional policies, as well as the curricular intentionality, tending to the integral development of knowledge management.

### **Research Limitations on the Present Study**

This research initially was planned to analyze the perception of students, teachers, and administrative staff regarding the implementation of PBL into the academic program at school, but then after the researchers analyzed the results from the diagnostic survey, they decided not just to analyze that but instead to what extend the integration of IPP and PBL can boost oral production in a real context, and that was the approach the present study had. There were several potential limitations of this study; one of them was that the strategy could be challenging to apply because some teachers were very traditional in their praxis, so changing the teacher's role, the methodology, and the way to evaluate meant a significant change in their way of performing their job at school. The research project responds to a pedagogical-didactic exploration that is oriented to the increase in the management of a second English language in the formative and curricular process of the San Pedro Claver school, which is accomplished by taking into account the correlation of the proposal of hybridization of the IPP and PBL with the management of vocabulary and the handling of oral production, in addition to the consolidation of a creative and propitious environment for learning.

Regarding the limitation of specific knowledge areas such as mathematics and science, they do not necessarily have to be taught in a foreign language according to the curriculum, additionally, the timing was another potential limitation as well because teachers could need more time to prepare their planning according to the project and to create a diversity of activities to fulfill the interdisciplinary projects; also, the teacher could need the training to understand the methodology and how to apply it in the daily classes, the time-consuming assessment which requires and demands constant monitoring and note-taking.

A limitation that was contemplated in this project was the COVID 19 pandemic, which although it did not generate a major impact since the instruments had been applied and the necessary interactions had been carried out, it did have an impact on the students' environment, which was reflected in the virtual class work along the time of the research developed and worked.

### **Recommendations for Further Research**

The aim of this study was to analyze the English academic performance of high school learners during the time of implementation, to evaluate the boost of vocabulary in oral production for a real context experience through the hydration proposal of the PBL and IPP integration, through students were able not just to learn a list of words but instead to recognize the meaning of the words and their usage in real context so they can use that vocabulary to interact on a daily basis with the foreign speaker but also with a specific or technical academic language.

It would also be helpful to explore to what extent the integration of IPP and PBL can boost the pronunciation of academic vocabulary Level B1 in real context for young learners, and a final relatively narrow but important question will be what tools can be integrated into PBL and

IPP to improve pronunciation of academic vocabulary. The interactions brought the incorporation of knowledge from different previous knowledge, and socio-cultural contexts of each individual, in addition to being exposed to inquiry in a global environment on specific areas of knowledge mediated by the use of the English language.

Finally, in response to the real needs that arose during the pandemic and as a lesson learned it will be helpful to continue with a proposal that incorporates information and communication technologies from a perspective of equity, inclusion, and quality of education in accordance with the objectives of the Sustainable Development Goals (SDG), The United Nations Educational, Scientific and Cultural Organization UNESCO and the proposal of the Inter-American Development Bank (IADB).

### **Conclusions**

The articulation of the institutional proposal with the learning strategy was a methodological success, since it generates didactic coherence, methodological coherence, a development of non-punitive monitoring and evaluation processes, and is motivating and efficient in the management of knowledge. As evidenced in the 97% of the understudies get an understanding of the right meaning of words from diverse settings within the relationship subject regions like math, social considers, and science, among other subjects, the classroom with 60% evidencing the administration of specialized lexicon made a difference the verbal generation reach a 75%. The dynamic of the PBL and IPP learning proposal role of teacher and students there was more spontaneity, more subject areas that meet the expectations of knowledge management, which allowed the trainees to feel at ease in the classes which lead us to fulfill one of the objectives of this research about integrating a methodology and paradigm by boosting

vocabulary in oral production for a real context experience from English learners of high school at San Pedro Claver School.

Along with the enhancement in verbal generation from the point of view of the instructors and the understudies, the way classes turned more energizing as the transversal ventures that were created at school were beneficial for the life venture of the understudies, so instructors were persuaded to plan important classes, to sum up, it would be accommodating to investigate to what degree the integration of IPP and PBL can boost the articulation of scholastic lexicon Level B1 in genuine setting for youthful learners, and a last moderately contract but the critical quest.

Finally, this study used participatory action research methodology (PAR) in qualitative research; it involves researchers, participants, and academic faculty, working together to understand a problematic situation and to reach a consensus on changes, designs, implications, and proposals that allow peer work and integral learning by correlating the areas, which allows collaborative work and learning for life, furthermore, the increase of 77%, after the usage of the PBL and IPP proposition, it is obvious within the preparation of the enormous acknowledgment of the ludic components, these components on the understudy feel sure within the interest in course and motivation.

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## Appendix

### Appendix A. Verifiable Parental Consent

**UNIVERSIDAD NACIONAL ABIERTA Y A DISTANCIA (UNAD)  
SCHOOL OF EDUCATION**

**Master in Pedagogical Mediation in English Learning**

**INTEGRATION OF PROJECT-BASED LEARNING (PBL) METHODOLOGY AND IGNATIAN PEDAGOGICAL PARADIGM (IPP) TO BOOST VOCABULARY IN ORAL PRODUCTION FOR A REAL CONTEXT EXPERIENCE FROM ENGLISH LEARNERS OF 11th GRADE AT SAN PEDRO CLAVER SCHOOL IN BUCARAMANGA, COLOMBIA.**

In order to ensure democratic participation, the present informed consent states the rights and duties of the researcher, students of the school as well as other stakeholders involved in this study. The information provided must be accurate and timely to optimize the reliability of the research.

**Project description:**

This research proposal seeks to validate to what extent the integration of Project-Based Learning (PBL) methodology, and Ignatian Pedagogical Paradigm (IPP) can contribute to boosting vocabulary in oral production for a real context experience from English learners of 11th grade at San Pedro Claver school in Bucaramanga, Colombia.

**The objective of the study**

This study describes the impact of the integration of IPP and PBL to boost vocabulary in oral production for a real context experience from students from 11th grade at San Pedro Claver school in Bucaramanga, Santander. This proposal aims to present the extent to which the integration of a paradigm and an approach can boost oral production vocabulary for a real context experience.

**Type of study:**

The current proposal is a qualitative study that belongs to the research line pedagogy, didactics, and curriculum from the education program at Universidad Nacional Abierta y a Distancia (UNAD); this approach was selected as it helps to answer the main research question. The results of this study will be used primarily for writing the thesis of Sandra Milena Caceres and Karol Tarazona Pico, candidates for Master in Pedagogical Mediation in English Learning at Universidad Nacional Abierta y a Distancia (Unad). However, the field work data may also be used in future academic presentations and publications related to the analysis of communication needs in English.

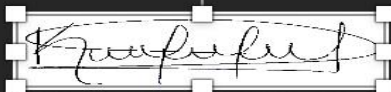
**Identity**

The information collected will be used strictly for academic and research purposes in analyzing communication needs in English. The identity of the participants and the names of the school will be kept confidential. If you sign this form, we will collect your information through a survey.

Your participation in the study is free and voluntary at any stage of the study. If you agree, please sign the document. Thank you in advance for your cooperation.

Yours faithfully,

*sandra caceres*



**SANDRA MILENA CACERES AND KAROL TARAZONA PICO**  
**MA Student in Master's in Pedagogical Mediation in English Learning**  
**Universidad Nacional Abierta y a Distancia**  
**Cell Phone Numbers: 316 865 5755 - 317 698 1967**

I have read the information in this letter and agree with my participation in this research.

\_\_\_\_\_  
 Name

\_\_\_\_\_  
 Signature

\_\_\_\_\_  
 FEBRUARY 22<sup>nd</sup> 2021  
 Date

**Appendix B.** Expert Judgment on the Diagnostic Survey to be Applied to the Elements of the Sample

<b>EXPERT JUDGMENT ON THE DIAGNOSTIC SURVEY TO BE APPLIED TO THE ELEMENTS OF THE SAMPLE.</b>												
<b>INSTRUCTIONS:</b> Place in each box a tick corresponding to the qualitative aspect of each item and response alternative, according to the criteria detailed below. The categories to be evaluated are Wording, content, consistency, and relevance to the indicators, dimensions, and study variables. In the comments box, you can suggest changes or improvements to each question.												
Questions	Clarity in the drafting		Coherence		Response induction (Bias)		Language appropriate to the level of the informant		Essential	Useful but not essential	Not important	Observations (Please, indicate that an item needs to be deleted or modified)
	Yes	No	Yes	No	Yes	No	Yes	No				
1	X		X		X		X					No changes needed
2	X		X		X		X					No changes needed
3	X		X		X		X					No changes needed
4	X		X		X		X					No changes needed
5	X		X		X		X					No changes needed
6	X		X		X		X					No changes needed
7	X		X		X		X					No changes needed

**EXPERT JUDGMENT ON THE DIAGNOSTIC SURVEY TO BE APPLIED TO THE ELEMENTS OF THE SAMPLE.**

**INSTRUCTIONS:** Place in each box a tick corresponding to the qualitative aspect of each item and response alternative, according to the criteria detailed below. The categories to be evaluated are Wording, content, consistency, and relevance to the indicators, dimensions, and study variables. In the comments box, you can suggest changes or improvements to each question.

Questions	Clarity in the drafting		Coherence		Response induction (Bias)		Language appropriate to the level of the informant		Essential	Useful but not essential	Not important	Observations (Please, indicate that an item needs to be deleted or modified)
	Yes	No	Yes	No	Yes	No	Yes	No				
8	X		X		X		X					No changes needed
9	X		X		X		X					No changes needed
10	X		X		X		X					No changes needed

Full Name

MARISOL RUEDA PUENTES

Affiliation

(occupation, academic degree and place of work):

Profesora de Matemáticas


Licenciada en Matemáticas (Universidad Industrial de Santander)

Magister en Educación (Instituto tecnológico de Monterrey)

Magister en didáctica de las matemáticas en educación infantil y primaria (Universidad de la Rioja)

**EXPERT JUDGMENT ON THE DIAGNOSTIC SURVEY TO BE APPLIED TO THE ELEMENTS OF THE SAMPLE.**

**INSTRUCTIONS:** Place in each box a tick corresponding to the qualitative aspect of each item and response alternative, according to the criteria detailed below. The categories to be evaluated are Wording, content, consistency, and relevance to the indicators, dimensions, and study variables. In the comments box, you can suggest changes or improvements to each question.

Questions	Clarity in the drafting		Coherence		Response induction (Bias)		Language appropriate to the level of the informant		Essential	Useful but not essential	Not important	Observations (Please, indicate that an item needs to be deleted or modified)
	Yes	No	Yes	No	Yes	No	Yes	No				
										Colegio San Pedro Claver Bucaramanga		
e-mail										<a href="mailto:mruedapu@gmail.com">mruedapu@gmail.com</a>		
Cellphone										+573004857784		
Date of validation (day, month and year):										26 noviembre de 2021		
Signature												



**EXPERT JUDGMENT ON THE TEACHERS SELF-EVALUATION TO BE APPLIED TO THE ELEMENTS OF THE SAMPLE.**

**INSTRUCTIONS:** Place in each box a tick corresponding to the qualitative aspect of each item and response alternative, according to the criteria detailed below. The categories to be evaluated are Wording, content, consistency, and relevance to the indicators, dimensions, and study variables.

In the comments box, you can suggest changes or improvements to each question.

Questions	Clarity in the drafting		Coherence		Response induction (Bias)		Language appropriate to the level of the informant		Essential	Useful but not essential	Not important	Observations (Please, indicate that an item needs to be deleted or modified)
	Yes	No	Yes	No	Yes	No	Yes	No				
5	X		X		X		X		X			
6	X		X		X		X		X			
7	X		X		X		X		X			
8	X		X		X		X		X			
9	X		X		X		X		X			
10	x		x		x		x		X			

**EXPERT JUDGMENT ON THE TEACHERS SELF-EVALUATION TO BE APPLIED TO THE ELEMENTS OF THE SAMPLE.**

**INSTRUCTIONS:** Place in each box a tick corresponding to the qualitative aspect of each item and response alternative, according to the criteria detailed below. The categories to be evaluated are Wording, content, consistency, and relevance to the indicators, dimensions, and study variables. In the comments box, you can suggest changes or improvements to each question.

Questions	Clarity in the drafting		Coherence		Response induction (Bias)		Language appropriate to the level of the informant		Essential	Useful but not essential	Not important	Observations (Please, indicate that an item needs to be deleted or modified)
	Yes	No	Yes	No	Yes	No	Yes	No				
<b>Full Name</b>					<b>Deyser Gutiérrez A.</b>							
<b>Affiliation</b> (occupation, academic degree and place of work):					<b>Magister en Tecnología de la información. Diseño curricular ámbito internacional.</b>							
<b>e-mail</b>					<b>deysserg@gmail.com</b>							
<b>Cellphone</b>					<b>3147786851</b>							

**EXPERT JUDGMENT ON THE TEACHERS SELF-EVALUATION TO BE APPLIED TO THE ELEMENTS OF THE SAMPLE.**

**INSTRUCTIONS:** Place in each box a tick corresponding to the qualitative aspect of each item and response alternative, according to the criteria detailed below. The categories to be evaluated are Wording, content, consistency, and relevance to the indicators, dimensions, and study variables. In the comments box, you can suggest changes or improvements to each question.

Questions	Clarity in the drafting		Coherence		Response induction (Bias)		Language appropriate to the level of the informant		Essential	Useful but not essential	Not important	Observations (Please, indicate that an item needs to be deleted or modified)
	Yes	No	Yes	No	Yes	No	Yes	No				
<b>Date of validation (day, month and year):</b>										23/11/2021		
<b>Signature</b>										