Using Project-Based Learning to Foster 8th Grade Students Speaking Skill from the

Technological Institution "La Presentación" Pamplona

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1. **CHAPTER I: GENERAL OVERVIEW OF THE POJECT**

1.1   Proposal Chapters Presentation

As 10th semester students we have to go to a single institution, to put in practice the experience we got during the previous five years and to develop a proposal with the purpose of solving a problematic identified during an observation period. In order to find a solution to the issues found at the school it is fundamental to create a plan and implement it. Bearing this in mind, this proposal is broken down into three chapters.

First, institutional observation and diagnostic, this chapter was devoted to the analysis of the institution in which the pre-service teacher have to go during the last semester. This analysis addressed all the institution administrative processes that teachers and students had to follow inside the institution as well as the most important elements taken into account before the creation of a proposal, this chapter was fundamental for the pre-service teachers since it allowed them to identify the field issues and limitation inside the institution and the resources, they could use to develop a proposal.

Second, pedagogical and research component, this chapter was devoted to the development of a proposal to solve one or some issues identified in the previous chapter, thus, with the information gathered, the pre-service teacher had to adopt a pedagogical methodology and find a way to implement it inside the classroom in order to change this reality.

Third, intra-institutional activities component, this last chapter was devoted to the presentation of the activities chronogram that were going to be developed during the pre-service teacher's stay in the institution and his/her role in these activities.

1.2   Introduction and Justification

Nowadays, English has become one of the most important languages in the world, in Colombia this is the selected language to be taught in all the institutions since learning a foreign language is extremely important when it comes to get job opportunities. For this reason, English is a mandatory subject inside the institutions' syllabus and a requisite to graduate from school.

In order to provide a guidance for teaching the English language, the Ministry of National Education (MEN) has highlighted the English level that students should have in every English language skill depending on the scholar grade, however, the reality is totally different inside the institutions, many teachers focus the classes on learning grammar, writing or listening but ignore the speaking skill which is one of the most important skills of learning a foreign language since it allows the learner to hold a conversation in a target language (Nunan, 1991).

Keeping in mind this situation, most of the students do not achieve the required English level and finish secondary school with a low achievement in the English language and limited knowledge in grammar and vocabulary.

Therefore, that is the case of "La Presentación" school where classes are focused on traditional teaching where students have to learn by heart the grammatical rules, the vocabulary and translate texts from English to Spanish. This is a big problematic since students get bored and lose interest in the class and hardly ever have the opportunity to practice the speaking skill. This is the reason why this proposal is required; many students have big problems to accomplish the activities proposed in class since they are not interested on memorizing structures and vocabulary. This lack of interest has created a new problematic inside the classroom because

learners are not able to solve the activities proposed by the teacher inside and outside the class, consequently, the student's English academic achievement is harmed.

Bearing this in mind, this research proposal aims at implementing project-based learning (PBL) which is an approach to instruction that teaches curriculum concepts through a project. This project has to be guided by an inquiry question that drives the research and allows students to apply their acquired knowledge (Bell, 2010) to foster the speaking skill with 8th grade students from the school. Thus, students will be able to learn English differently and practice the speaking skill more frequently inside the classroom.

1.3   Objectives

1.3.1   General Objective

To carry out a research study to develop the 8th grade students speaking skill from "La Presentación"

1.3.2   Specific Objectives

- To make part of the institution "La Presentación" as an English as a foreign language (EFL) teacher.

- To explore the impact of Project-based learning (PBL) on "La Presentación" school 8th grade students speaking skill.

- To participate in the extra-curricular activities actively from "La Presentación" school.

1.4   General Conclusions

Making part of an institution is meaningful for the students in foreign languages degree since it allows them to have a first contact with the reality they are going to face later on. This

reality is composed of three aspects that are fundamental when being a teacher. First, the administrative component is one of the most important aspects when it comes to work in a school or institution, since the teacher will know the procedures to follow in the institution as well as the rules and a lot of important information in the teacher procedure; second, the students will always have many difficulties to learn the language, that is why it is important to analyze the classrooms to determine which strategies could be the best ones to help the students to learn; third, the teacher must know how the importance of extra-curricular activities in an institution, how to make part of them and which is his role.

2. CHAPTER II: INSTITUTIONAL OBSERVATION AND DIAGNOSTIC

2.1 Administrative Level

2.1.1 *Institutional Pedagogical Project (IPP)*

The pedagogical model of "El Colegio Técnico la Presentación de Pamplona" is based on the meaningful learning from Ausubel, as well as the personalized education proposed by Pierre Faure. This means that the institution not only wants the students to learn everything by heart but to acquire knowledge for a long time. Thus, the institution offers a clear cognitive structure of the topics that helps the learners to understand them properly. The school also highlights the importance of recognizing the talents and possibilities the students have by giving them responsibilities as students such as, being original and creative, self-control, stablish relationships and find a purpose in their life, learners are the ones that have to exploit their own capacities with the guidance of their teachers.

On the other hand, the institute also follows the Marie Paussepin pedagogy, which aims to educate evangelizing and evangelize educating while teaching fundamental values for a better society.

Based on the pedagogical model nine institutional educational principles have been created to guide the educative community inside the institution:

1. The integral education and development are mandatory for the institution

2. The defense of life and family is a commitment

3. Dignity most be respected and it is a base of the participative democracy

4. The education is focused on the development of Christian human values

5. The civic, social, politic and inclusive compromise is fundamental in the integral development

6. Productive work, science, technique and technology are primordial for the country development.

7. The research on learning, will be considered as an element of progress, development and quality to ace the competitive challenges.

8. The environment education will start with an analysis of the environment and its possible solutions.

Bearing these elements in mind, PBL seems to be the best proposal to use in this institution since it allows students to explore real situations and learn through them. Additionally, they will be able to enhance their creativity and cooperation with the classmates. Thus, learners won't only develop

the activities the teacher proposes but also will have a meaningful learning through real experiences and the pedagogical model.

Otherwise, the mission of the institution is to teach women for nearly all the learning levels such as, preschool, primary, secondary and technical specialized in administrative assistance thanks to the agreement with the SENA and prepare the students to efficiently perform a role in a workplace, with this in mind, its vision is to be the leader in teaching students from preschooler until technical studies in five years with qualified human talent and access to new technologies through the development of the humanistic cognitive, inclusive, critical, reflexive, creative, environmental, investigative and social action pedagogical model with the purpose of educating integral students who can develop a proper role in the society.

2.1.2   Organizational Chart
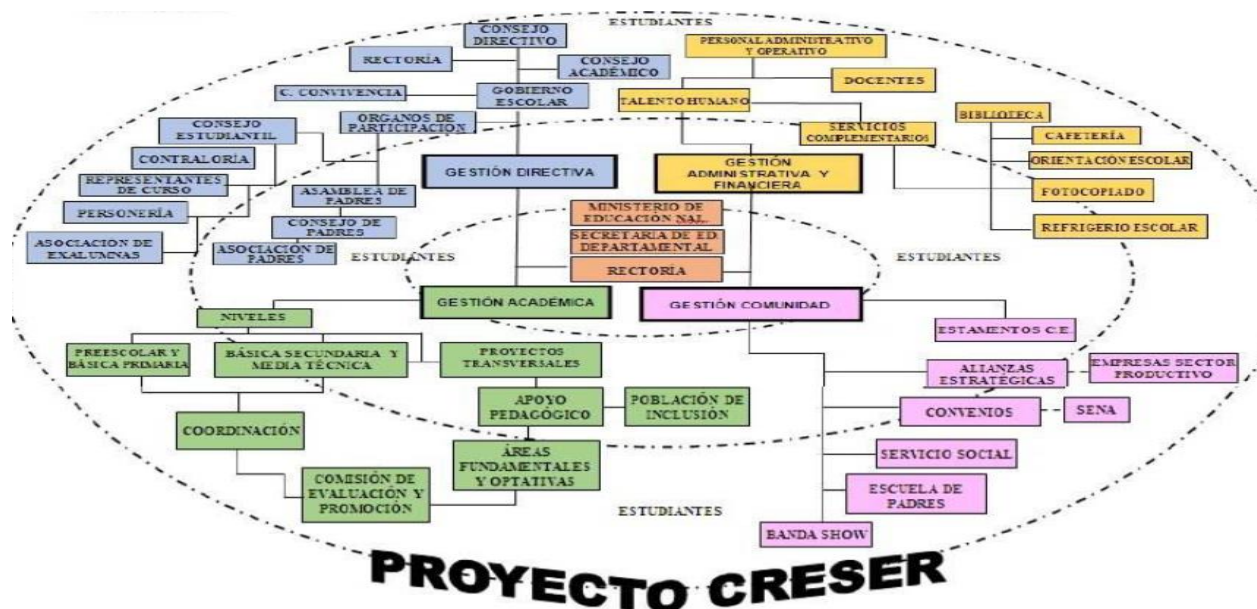
Figure 1 - Institution Organizational Chart

2.1.3 Students Handbook

The last update of the student's handbook was made on December 2016 which addresses all the legal decrees that cover the institution as well as the rules students and teachers have to follow inside the institution and how to proceed in several cases presented at the institution. Otherwise, it also shows students and teachers rights and duties and its respective consequences if they are not accomplished.

2.1.4 Guidelines and Regulations for Health Emergencies

The institution has some sanitary rules that are necessary to go inside the school, in case a student or a teacher do not fulfill the requirements they will not be able to access to the school, these requirements are simple but aim to take care of the students and teachers. This normative is broken down into three simple instructions:

1. The use of facemask is mandatory, it does not matter the color or the material.

2. Inside the school everybody must wash their hands with alcohol

3. There are instructions about how to wash your hands in the bathrooms.

   These rules must be taken into account to fulfill the sanitary emergency requirements.

2.1.5 School Day and Chronogram

"La Presentación" school has a full school day. The entire morning is dedicated to primary and secondary school while the afternoon is for technician studies. The institution also has a chronogram where most of the activities are presented with dates and the name of the activities. Despite the chronogram do not specify the role of the teachers during the activities it is crucial to participate actively in all of them and make sure that everything goes well.

CRONOGRAMA ACTIVIDADES ACADÉMICAS III TRIMESTRE 2022:

13 semanas

Iniciación: Lunes 22 de AGOSTO 2022

Finalización: Viernes 25 de NOVIEMBRE   2022

Table 1 - Chronogram of Activities

AGOSTO 22	**INICIO DEL TERCER TRIMESTRE** Inician Escuela de Padres : Orientación
AGOSTO 22 AL 26	Talleres de Salud mental 11°. Orientación
AGOSTO 23	Convivencia 9° A
AGOSTO 24	Convivencia 9° B
AGOSTO 24	**CIERRE DE PLATAFORMA**
AGOSTO 25	Convivencia 9° C
AGOSTO 30	COMISIONES DE EVALUACIÓN Y PROMOCIÓN II TRIMESTRE
SEPTIEMBRE 1	Bendición de lápices 11°
SEPTIEMBRE 4	Presentación PRUEBAS SABER 11

SEPTIEMBRE 8	Entrega de calificaciones II TRIMESTRE: COLEGIO ABIERTO
SEPTIEMBRE 12 A NOVIEMBRE 9	Inicio de MÓDULOS DE HABILIDADES PARA LA VIDA FAMILIAS EN ACCIÓN NOVENO GRADO ABC
SEPTIEMBRE 19	Escuela de Padres: Transición, 1° y 2°
SEPTIEMBRE 23	Día del Amor y Amistad Docentes
SEPTIEMBRE 19 al 23	Preliminar DESAFÍO COLPRE eliminatorias SEXTO GRADO en descansos
SEPTIEMBRE 20	Sustentación de proyectos productivos Undécimo grado área Técnica
SEPTIEMBRE 21	Izada de bandera y momento congregacional 6º grado Escuela de Padres: 3°, 4°, 5° de primaria
SEPTIEMBRE 22	-Izada de bandera y momento congregacional PRIMARIA - -SOCIALIZACIÓN SIEE : 2.30 pm

SEPTIEMBRE 26 AL 30	-Retiros estudiantes Undécimo grado - Preliminar DESAFÍO COLPRE eliminatorias SÉPTIMO GRADO en descansos
SEPTIEMBRE 27-28-29	Convivencias de SEXTO GRADO
OCTUBRE 3 A 7	Preliminar DESAFÍO COLPRE eliminatorias OCTAVO GRADO en descansos
OCTUBRE 5 Y 6	SOCIALIZACIÓN PEI capítulo I HORIZONTE INSTITUCIONAL: 2:30 pm
OCTUBRE 8 AL 18 **RECESO ESTUDIANTIL**	
OCTUBRE 18	Jornada Pedagógica: Manual de Convivencia
OCTUBRE 18 AL 21	-Preliminar DESAFÍO COLPRE eliminatorias NOVENO GRADO en descansos
OCTUBRE 20	**COLEGIO ABIERTO: INFORME DE AVANCE DEL III TRIMESTRE** 2H ENSAYO 1° GRADO DE PRIMARIA

	3H Y 4H ENSAYO 8° GRADO 5H Y 6H ENSAYO 9° GRADO
OCTUBRE 22	Primeras comuniones: DÍA BLANCO
OCTUBRE 24	-Izada de bandera y momento congregacional PRIMARIA **-DÍA DE LA ESTUDIANTE DE SECUNDARIA**
OCTUBRE 25	2H ENSAYO 1° GRADO DE PRIMARIA 3H Y 4H ENSAYO 8° GRADO 5H Y 6H ENSAYO 9° GRADO
OCTUBRE 24 A 28	Preliminar DESAFÍO COLPRE eliminatorias DÉCIMO GRADO en descansos Primer ensayo general del evento de baile en el coliseo **MOMENTO CONGREGACIONAL E IZADA DE BANDERA SECUNDARIA**
OCTUBRE 29	COLOR RUN COLPRE 2K Y 4K
OCTUBRE 31	-Entrega en físico de **LAS EVALUACIONES TRIMESTRALES** de los **docentes a Coordinadores** para revisión y aprobación

	-**DÍA DE LA ESTUDIANTE DE PRIMARIA**
OCTUBRE 31 A NOVIEMBRE 4	**Evaluaciones trimestrales de las ÁREAS DE MENOR I.H.S** en horario de clases - Preliminar DESAFÍO COLPRE eliminatorias UNDÉCIMO GRADO en descansos
NOVIEMBRE 2 AL 4	Envío a publicaciones para la impresión de las evaluaciones trimestrales.
NOVIEMBRE 3	ENTREGA DE SÍMBOLOS DE 5° A 4°
NOVIEMBRE 4	ENTREGA DE SÍMBOLOS DE 11° A 10°
NOVIEMBRE 8 AL 15	**EVALUACIONES TRIMESTRALES ÁREAS DE MAYOR I.H.S**
NOVIEMBRE 16	**FESTIVAL DESAFÍO COLPRE**

NOVIEMBRE 18	**FESTIVAL DE DANZAS SUPERCOLPRE**
NOVIEMBRE 17	**COMISIÓN DE EVALUACIÓN Y PROMOCIÓN UNDÉCIMO GRADO** **COMISIÓN DE EVALUACIÓN Y PROMOCIÓN QUINTO GRADO** **COMISIÓN DE EVALUACIÓN Y PROMOCIÓN NOVENO GRADO**
NOVIEMBRE 18	**ACTO DE CLAUSURA DE TRANSICIÓN** CIERRE DEL TRIMESTRE PARA UNDÉCIMO GRADO
NOVIEMBRE 21	**-ACTO DE CLAUSURA DE QUINTO GRADO** **-COMISIONES DE EVALUACIÓN Y PROMOCIÓN DE PRIMARIA Y DE 6° A 10° DEL III TRIMESTRE**
NOVIEMBRE 22	**ACTO DE CLAUSURA DE NOVENO GRADO**

NOVIEMBRE 23 Y 24	Entrega de calificaciones III TRIMESTRE
NOVIEMBRE 24	Eucaristía de UNDÉCIMO GRADO
NOVIEMBRE 25	**ACTO DE GRADUACIÓN ESTUDIANTES UNDÉCIMO GRADO**
NOVIEMBRE 25	FINALIZACIÓN DEL TERCER TRIMESTRE VACACIONES DE ESTUDIANTES
NOVIEMBRE 28 A DICIEMBRE 2	DESARROLLO INSTITUCIONAL

2.2   Pedagogical Level

2.2.1   Language Area Planning

The planning process is really important to organize the classes and set the times for each activity. The planning is broken down into eight sections which are:

1. Date

2. Topic

3. Achievement Indicator (the objectives of the activity)

4. Class Activity

5.   Evaluation, reinforcement and recuperation (The way how the students will be evaluated and how to improve the grade in case they need it)

6.   Cultural Background (The cultural topic through which the topic is being learned)

7.   Observations

8.   Class

The classes must be planned for the entire week, that means that there will be only one planning weekly designed for four hours of class and the teacher must decide which activities to implement.

2.2.2   *Available Pedagogical Resources*

The institution has some pedagogical resources that allow teachers to have more elements to teach English. First, the workbook provided for the MEN is one of the most useful pedagogical resource since it provides a lot of activities and projects to develop with the students. Therefore, the institute also have a bilingual room where students have the opportunity to use computers to improve the language by watching videos, listening to audios and developing some activities.

2.2.3   *Syllabus*

AREA: INGLES   **GRADO: OCTAVO**

AÑO: 2021

Table 2 - 8th Grade Syllabus

PERIODO	ESTANDARES (ESCUCHA, LECTURA, ESCRITURA, CONVERSACION)	COMPETENCIA A DESARROLLAR	DERECHOS BASICOS	INDICADORES DE DESEMPEÑO	EJE TEMATICO	TRANSVERSALIDAD
I	-Identifico la información clave en conversaciones tomadas de la vida real acompañada de imágenes.	COMUNICATIVA: 1. Lingüista: Conocimientos de inglés. (Fonología,	- Resume la información que ha leído o escuchado sobre temas relacionados con su	- Reconoce acciones en pasado -Identifica información general y especifica de los textos.	-Requests and provides information about past experiences. -Simple past	**Autoestima** **Académico**

	Identifico relaciones de significado expresadas en un texto.	sintaxis, gramática, ortografía) 2. Pragmática: Uso de recursos lingüísticos para producción textual y oral	entorno escolar y académico a través de escritos estructurados.	-Narra situaciones en pasado de acuerdo con un contexto	Regular and irregular verbs - Asking and answering about past events	**Liderazgo y Convivencia**
	Escribo narraciones sobre experiencias personales y hechos.	3. Sociolingüística: Conocer condiciones sociales y culturales	-Solicita y brinda información sobre experiencias y planes de manera clara y breve.	-Establece relaciones entre los tiempos pasados. -Completa textos y usa apropiadamente expresiones de tiempo	Questions and short answers - Connectors of sequence - Synonyms and antonyms	**Medio Ambiente** **jugando aprendo**
	Participo en una conversación sobre		-Explica por escrito, de	- Cumple con	-There	

	experiencias pasadas.	exclusivas del inglés	forma coherente y sencilla, situaciones y hechos que le son familiares.

-Intercambia información sobre temas académicos del entorno escolar y de interés general, a través de conversaci | responsabilidad el desarrollo de talleres y trabajos | was/there were | |

			ones sencillas, diálogos y juego de roles. -Realiza recomendaciones a personas de su comunidad sobre qué hacer, dónde, cuándo o cómo. -Hace exposiciones breves sobre un tema académico			

			ones sencillas, diálogos y juego de roles. -Realiza recomendaciones a personas de su comunidad sobre qué hacer, dónde, cuándo o cómo. -Hace exposiciones breves sobre un tema académico			

			relacionad o con su entorno escolar o su comunida d. -Expresa sus emociones y sentimient os sobre una situación o tema específico de su entorno familiar o escolar, presentan			

		do sus razones de forma clara y sencilla. Narra brevemente hechos actuales, situaciones cotidianas o sus experiencias propias, en forma oral o escrita			
II	Identifico ideas	Competencia Lingüista,	Reconoce informaci	Muestra habilidades en	DESCRIB ES	**Autoestima**

generales y especificas en textos orales.	Pragmática y sociolingüís tica	ón específica en textos cortos, orales o escritos sobre temas de interés general.	comprensi ón lectora. -Expresa consejos y sugerencia s. -Incorpora significad os a través del contexto	PEOPLE, ACTIVITI ES AND EVENTS -When and while -Regular, Irregular and phrasal verbs	**Académico**
Identifico la recurrencia de ideas en un mismo texto.					**Liderazgo y Convivencia**
Contesto en forma escrita preguntas relacionadas con textos que he leído.		Realiza recomend aciones a personas.	-Clasifica y categoriza cualidades -Solicita y da informació	-Past Continuou s -giving advice, modals: should/ha d better	**Medio Ambiente** **jugando aprendo**

				n sobre planes -Crea textos cortos comparan do y contrastan do lugares	Must/have to Can/can´t -Talking about health problems -Giving suggestion s - Describin g places	
	Participo en una conversación cuando mi interlocutor me da el tiempo para pensar mi respuesta,					
III						Tiempo libre

	Utilizo mi conocimiento general del mundo para comprender lo que escucho. Identifico iniciación, nudo y desenlace en una narración. Produzco textos sencillos con	Competencia Lingüista, Pragmática y sociolingüística	Expresa sus emociones y sentimientos sobre una situación o tema específico.	-Hace predicciones utilizando el futuro. -Identifica las expresiones contables y no cantables. -Reconoce información específica de un texto.	**MAKING PREDICTIONS ABOUT THE FUTURE** -Future with going to. - Comparative and superlative adjectives. - Prepositions -countable and	

	diferentes funciones.				uncountab le nouns.	
					-future with Will	
	Uso lenguaje formal e informal en juego de rol.				-First conditiona l	

2.2.4 Teacher Methodology During English Class

Project-based learning (PBL) is used during class to practice the topics. One of the most important projects the educator currently has is called English wall, this activity consisted on preparing specific vocabulary for the class, every week a different group have to prepare the vocabulary provided by the teacher, learn the pronunciation and the writing, then the group has to explain it to the rest of the classroom, the other students have to write the words and the pronunciation in a piece of paper or a folder to study for a quiz about the vocabulary in the future. Also, the teacher creates a mini-project every three topics in which they have to use all the topics they have learned and put them on practice, generally this activity is developed with a roleplay or a video. On the other hand, the teacher focuses a lot on reinforcing the elementary knowledge since most of the students struggle to develop the activities proposed, so he takes the time to provide useful vocabulary every class and some structures that could be useful to do the activity. Finally,

the reading activities are made with the purpose of deducing a text instead of understanding the whole reading.

2.2.5 *Teachers' guidance for Learning (tutorials, tools and communication strategies, etc.)*

The institution does not have a wide variety that allows the students to reinforce the English language outside the stipulated hours of class. However, during the class, the student's permanent accompaniment offers all the necessary help to develop the proposed activities.

2.2.6 *Worksheets and Material Design*

The workshop design and materials must be prepared before the class starts and be approved by the supervisor; in case the teacher needs a workshop for the next class, it is important to deliver it to the school stationery one week before the class since it takes time to prepare them. These workshops must include activities related to the topic learned during the class and guide the students with simple pictures or information such as, structures, advices, or examples. There is not any restriction regarding the materials unless the classroom does not have a proper space or technological resources to accomplish the activity, for this reason, the teacher has to rigorously select the materials for the class depending on the advantages it offers, and how to implement it.

2.2.7 *Basic Learning Rights in the Institution. Standards*

1. To identify the purpose, parts and types of text in a reading, short audios and share them with your peers.

2. To request and provide information on experiences and plans.

3. To briefly narrate current events, situations and experiences.

4. To exchange information on topics of the school environment and general interest in a conversation.

5. To summarize information you have read or heard about topics related to your school and academic environment through structured writing

6. To identify the purpose, parts and types of texts in a short reading or audio and share them with your peers.

7. To write medium-length texts in which he makes recommendations or suggestions on situations of personal, school or social interest

8. To recognize specific information in short, oral or written texts on topics of general interest.

9. To make recommendations to people.

10. To express your emotions and feelings about a specific situation or issue.

2.2.8 Courses and Schedule

The institution dedicates the morning for primary and secondary school, that means that there are courses from 1st grade until 11th grade. In my case, I was assigned to work with 8th and 3rd grade.

Table 3 - Class Schedule

HOUR/DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	3° B	8° A			3° A

2	3° B	8° A		3° C	3° A
3	8° C	8° C		3° C	8° B
4	8° C	8° B	8° A		
5			8° B	8° C	
6	8° B			8° A	

2.3   Institution Technological Level

2.3.1   *Connectivity Possibilities*

The technologic resources are barely used during the classes, there are not many alternatives to use the internet, it is more common to use workshops and the workbook to develop activities as well as handmade materials to do an exposition.

2.3.2   *Platforms Usage and Access*

The access and use of platforms are really restricted at the school, students cannot use the cellphone during classes and there is not a computer room focused on languages for the students to use the web to practice English, in case of teacher they do not have an institution platform either to upload grades or important communications. The institution has a page on Facebook only used to inform parents about incoming events, special days, or important disclosures.

THE INSTITUTION HAS SIX ENGLISH TEACHERS DISTRIBUTED IN PRIMARY AND SECONDARY, HOWEVER ONLY THREE OF THEM ARE ENGLISH CERTIFICATED.

Table 6 – Administrative Workloads in the Instintution

TOTAL NUMBER OF ADMINISTRATIVES POSTS - 8	
PRINCIPAL	1
COORDINATOR	2
ADVISER	1
PSYCHOLOGIST	1
SECRETARY	2
ACCOUNTANT	1

Table 7 - Parents School

COMMUNITY OF PARENTS

THE EDUCATIONAL INSTITUTION OFFERS THE WELFARE SERVICE FROM THE PARENTS' SCHOOL, ALWAYS PROVIDING GUIDANCE, ACCOMPANIMENT AND ASSISTANCE TO EACH MEMBER OF THE EDUCATIONAL COMMUNITY.

3. CHAPTER III – PEDAGOGIC AND RESEARCH COMPONENT

3.1   Using Project-Based Learning to Foster 8th Grade Students Speaking Skill from the Technological Institution "La Presentación" Pamplona

3.2   Introduction and Problematic

The acquisition of English language skills has always been a big challenge for teachers, however, nowadays this challenge has got even harder since Colombian teachers and students were not ready to face a radical change from face-to-face classes to virtual classes due to the pandemic. Consequently, a huge problematic was born in all Colombian schools because many students do not have the English level they are supposed to have at school. For this reason, several students have faced difficulties while developing the activities proposed by the teacher because they do not have the pre-knowledge they should have to solve them. This issue frustrates students and make them lose their interest in the language since a lot of the activities are focused mainly on grammar and vocabulary. Moreover, speaking a foreign language tends to be one of the most difficult aspects of the learning process for students since many teachers focus only on grammar and vocabulary. There are many factors affecting this process that make students unable to express their thoughts while interacting with others. Zhang (2009) asserted that ''speaking remains the most difficult skill to master for the majority of English learners, and they

still incompetent at communicating orally in English'' (as cited in Al Hosni, 2014). Therefore, some of the reasons linked to this issue are related to the way in which this skill is put into practice inside the classroom. The formal and strictly academic environment where the practice of this skill is developed makes students more focused on getting a good grade instead of the main purpose which is learning. "There are many similarities and difficulties faced by the students in speaking English such as fear of making mistakes, fear of being laughed at by their friends as they have no idea about pronunciation and grammar that they use." (Dewi, Kultsum, and Armadi, 2016).

Therefore, according to the institution syllabus, 8th grade students are supposed to express their emotions and feelings about a specific situation or issue, however, the reality showed that students struggle to express them-selves even with elementary situations such as greeting or introducing themselves. For this reason, it is fundamental to find a way to implement speaking practice inside the classroom to start proofreading these mistakes with simple but meaningful activities such as expressions, exposition and roleplays to encourage the learner to use the language orally taking into account the current and past topics reviewed during the class.

As follows, this research aims at using project-based learning (PBL) through and action research with 8th grade students from the technological institution "La Presentación" Pamplona to implement speaking skill in classes. According to Rochmahwati (2016) "Project-Based Learning allows in-depth investigation of a topic worth learning more" This strategy will allow students and the teacher to address the topics differently taking into account the grammar learned but also going further and use in a real setting.

3.3   Research Question

How to implement project-based learning to foster 8th grade students' oral production skill?

3.3.1   Sub-questions

- How to promote the use of the language in the classroom among the 8th grade students?

- How effective are project-based activities encourage students to get in touch with the language while exploring real life situations?

- What difficulties do students have when using the target language in class?

3.4   Justification

Oral production can be defined as "the ability to function in the language which is generally characterized in terms of being able to speak the language" (Rochmahwati, 2016). From this concept, it is understood that oral production is fundamental in the process of learning a foreign language. Thus, this skill allows students not only to express ideas in a foreign language but also to practice the concepts acquired during the class and another language skill which is listening since a student must communicate these ideas to other people.

Now, highlighting the importance of the oral skill within an EFL classroom, it is fundamental to find a strategy that allows teachers to implement the speaking skill that makes students use the language while learning new topics. Bearing this in mind, the project-based learning (PBL) seems to be a good approach to implement speaking skill in class and to practice the topic instead of limiting the activities to complete grammar worksheets. Indeed, Condliffe (2017) states that "what clearly distinguishes PBL from other instructional approaches is that

projects are not the culmination of learning (as they often are in standard classrooms), but instead are the process through which learning takes place" (as cited in Fallas, 2021).

Additionally, this study is supported by some researches that have shown an improvement in the speaking language before and after using PBL in a classroom as well as its applicability in this setting. (Pratiwi, 2016; Astawa, Artini & Nitiasih, 2017; Kurniawati, F., Susanto, S., & Munir, A., 2019). Therefore, using project-based learning to improve 8th grade students speaking skill from the technological institution "La Presentación" Pamplona will be a good option to enhance and implement speaking skill in the classroom.

3.5   Objectives

3.5.1   General Objective

To implement project-based learning to foster 8th grade students speaking skill in a Colombia public school

3.5.2   Specific Objectives

- To promote the use of the language in the classroom among the 8th grade students

- To design project-based activities to encourage students to get in touch with the language while exploring real life situations

- To identify the students' difficulties at speaking when using the target language in class

3.6   Theoretical Framework

In this part of the project, some key words were defined in order to set this research. These concepts are: Project-based learning (PBL), speaking skill, and speaking performance.

3.6.1   Project-based Learning

Project-based learning is an approach that allows students to take the knowledge they get inside the classroom and use it to solve a flaw. Le, Thu. (2018) states that "students involve designing their own inquiries, planning their learning, organizing their research, implementing a multitude of learning strategies, and evaluating their projects that have real-world applications beyond the classroom." With this concept in mind, students have the opportunity to explore by themselves since they have to adopt a critical view of the flaw and propose an alternative to it. Additionally, students must be guided by the teacher during the process, this means that educators will have to lead the learners in their discovery process but not giving them the answer since they have to solve their inquiries by themselves, that means that teachers will be the facilitators of the process itself. (Bell, 2010).

3.6.2   Speaking Skill

The speaking skill is one of the most difficult skills to master but also one of the most important at the moment of learning a new language. Nunan (1991) addressed this concept as the single most important aspect of learning a foreign language, he also argues that learning a new language is measured with the ability to hold a conversation in a target language. With this in mind, the oral production competence becomes one of the most important skills when it comes to learn a language since it allows students to communicate ideas in a target language. Therefore, Duc, N.V., & Tinh, D.C. (2021) asserted that "Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary, but also that they understand when, why, and in what ways to produce language." This concept is crucial in this research since it presents the elements that the oral competence addresses when it is used as well as proves that it is possible to foster other competences while using this skill.

3.6.3   Speaking Performance

There are several methods to implement the speaking skill inside a classroom. highlighted some categories of speaking performance broken down into: Imitative, intensive, responsive, interactive, interpersonal, and extensive.

- **Imitative performance:** This category is focused on phonetics where students must repeat a pronunciation they hear and articulate the sounds as similar as possible. Students do not have to produce or comprehend.

- **Intensive performance:** Learners must use the language its-self, to do so the students have to keep in mind the grammatical rules as well as the lexical and phonological rules learned in class. This is a teacher-guided activity that can be carried out through oral questioners, translation or a dialogue.

- **Responsive performance:** The activity consists on asking and answering questions from a classmate or a teacher. The educator must provide clear instructions and directions and paraphrase if necessary.

- **Interactive Performance:** Its purpose is to go beyond a simple question but make students produce longer ideas where they are able to exchange information, opinions, facts, etc.

- **Interpersonal performance:** It consists on use the language through social interaction. Learners can get involved with the culture since they are able to use slangs, idioms, sarcasm, humor, etc. The sociolinguistics dimensions are fundamental to this performance.

- **Extensive performance:** Only one individual makes the speaking production while the others must listen actively, these activities are characterized by oral presentations, readings, telling a story, etc.

This research is placed in the interactive performance since the teacher will guide the students during their learning with a variety of activities that encourage students to use the language inside the classroom with the teacher and with the classmates. Thus, the class would go beyond answering simple questions to produce ideas.

3.7 Literature Review

Project-based learning (PBL) have been a research topic that has remained active for years as it proves the great impact that its use has on learning processes.

3.7.1 *PBL influence on students' interest and participation*

In this section I briefly reviewed two studies focused on describing the PBL influence on students' interest and participation. These studies can help the researcher to expect what is going to be the students' acceptance to the treatment.

To start this overview, Rochmahwati, Pryla (2016) conducted a mixed research entitled *Project-based Learning to Raise Students' Speaking Ability: its' Effect and Implementation (a mix Method Research in Speaking II Subject at Stain Ponorogo)* with the purpose of observing the effect of PBL on Stain Ponorogo University students speaking ability. The sample were 70 students out of 85 from 2nd semester of English Department Students. The classes were broken down into three sections: First, dividing the class into groups; second, explaining the project; and third, performing the project. The researcher supported the observations with questionnaires, test and interview to triangulate data at the end. The results revealed that students were really

compromised with the activities toward the implementation of PBL since they actively

participated on the activities with positive attitudes, some of the students clarified that what they

liked the most was the interaction with the activities and to cooperate with friends to get a result.

Similarly, Kurniawati, F., Susanto, S., & Munir, A. (2019) carried out qualitative research

entitled *Promoting Students' Communication skill Through the Application of Project-based

Learning* with the purpose of describing how project-based learning promotes students' ability to

communicate ideas in one of state Islamic junior high school. To do so, five students out of 38

were selected as a sample. The results also through observation and interviews showed that PBL

was effective to actively participate in the activities and to give the students the opportunity to

express their ideas, however, the study also revealed that PBL was mainly helpful for learners to

communicate ideas more spontaneously.

3.7.2   *PBL impact on speaking skills*

Some studies illustrate the impact of PBL on students' oral competence. These studies will

help the researcher to know which elements the teacher should evaluate during the development

of the research.

In the same way, Astawa, Artini & Nitiasih (2017) implemented a mixed study entitled

Project-based Learning Activities and EFL Students' Productive Skills in English. This study

was carried out with 28 secondary school students of seventh grade and its purpose was to

answer two research questions: (1) Is there any significant difference in students' English

productive skills before and after being taught using PBL? (2) How does PBL instruction

influence teaching and learning process? To measure the results, two pre-test and two post-test

related to monologues and spontaneous speaking were implemented to revise the learners

advancements, these results showed that students had a remarkable achievement in monologues and dialogue speaking after the treatment as well as their involvement in the class.

Finally, Wahyuni, Sujoko & Sarosa, T (2018) carried out an action research entitled *Improving Students' Speaking Skill Through Project-Based Learning (Digital Storytelling)* which had two purposes (1) to find out whether Project-Based Learning (digital storytelling) can improve students 'speaking skill and (2) to analyze the students' learning motivation when it is implemented. This study was conducted with 36 learners from class X MIA 4 of a senior high school in Karanganyar. The methodology of the classes consisted on creating digital stories that could provide meaningful experiences toward a problematic. The results revealed after a pre-test and a post-test that students improved five speaking aspects after the treatment (1) grammar, (2) Vocabulary, (3) pronunciation, (4) Fluency, and (5) confidence. In addition, Maulany, D, (2013) came out with a study that revealed similar results entitled *The use of Project-based Learning in Improving the Students` Speaking skill (A Classroom Action Research at One of Primary Schools in Bandung),* this study was conducted at one primary school in Bandung. Its purpose was to identify whether Project-based Learning could improve young learner's speaking skill or not and what speaking aspects were improved through PBL. This study also showed that students improved: (1) Vocabulary, (2) grammar, (3) fluency, and (4) comprehension, however, there is another aspect the author highlighted in the research which is class understanding since after the treatment students were able to comprehend the teacher instructions clearly.

3.8   Methodology

3.8.1   Pedagogical Methodology

According to Bell (2010) "PBL is an approach to instruction that teaches curriculum concepts through a project. The project is guided by an inquiry question that drives the research and allows students to apply their acquired knowledge". With this in mind, the educator sought to foster the speaking skill through teacher-guided projects in order to foster the speaking skill inside the classroom. However, in this study the projects were selected by the teacher to make sure the students addressed the topics of interest. Thus, Rochmahwati (2016) implemented research where PBL lessons were divided into four elements: (1) Explaining the topic (2) dividing the class into group, (3) explaining the project and (4) performing the project.

Taking into account the purpose of the research, the classes structure were crucial during the process since the time must be organized to address the topic as well as the necessary background knowledge to success while performing the project. During the pre-service teacher process five planning were elaborated for the classes, however only planning two, three and four are focused on PBL.

Planning 2 Implementation

This week, the implementation of the project begins, the first step to gather the data was an oral pre-test where the students had to introduce themselves, this presentation had the purpose of knowing the oral fluency and pronunciation of the students as well as the confidence at the moment of using the language and their creativity to prepare a presentation. This presentation took more than expected since the students were not attentive to the explanation and there was a lot of noise outside the classroom, for this reason the presentations were interrupted several

times, regarding the oral level of the students, the pronunciation and production was really poor, the students had big elementary mistakes and they were really unsecure at the moment of speaking, according to the supervisor, the students were used to solve writing activities but the oral production was hardly ever practiced, some students did not want to do the activity because they were scared of presenting in front of their classmates. However, the students had good ideas at the moment of creating a script for their presentation. During the implementation of this planning, the guidelines for the project "How can I say that" the students did not want to do the activity at the beginning because they did not like speaking but once they realized I was going to give them the phrases and that they would have a constant supervision in the development of the activity, they accepted it. Only two groups asked for help during the week. (See annex 1)

Planning 3 Implementation

This planning was implemented from October the 2nd to October the 7th its purpose was to finish the explanation of the wh- questions as well as highlighting the guidelines for the project "My ideal interview" and to start with the presentations of the project "How can I say that". During this planning, the explanation was supported with videos, these videos were showed with a computer and speakers due to the lack of technological resources in the institution. During the activities the students were attentive to the explanation since they had the opportunity to watch a real interview in English and Spanish in order to illustrate its five stages. The students got interested on the interviews and tried to understand the English interview. At the beginning the students did not like the idea of creating a job interview since they considered it boring, but the idea of creating a job motivated them to choose a topic they liked the most and work on it, also, they did not feel comfortable at speaking in front of their class mates, for this reason, we changed the place where the students had to present the interview to a different room where only the group

and the teacher would be. These ideas radically changed the attitude of the students toward the activity since they were free to work on what they liked. In spite of the presentation of the project "How can I say that" five groups out of six exposed the phrase, these phrases were: "Teacher, can I go to the bathroom?", "Teacher, I have a question", "What is the meaning of?" "What is today's date?", and "Can you check the homework?" These phrases were stuck in the wall and the students had to use it inside the classroom. (See annex 2)

Planning 4 Implementation

This planning was supposed to be implemented from October the 17th to October the 21st but due to some post-vacation's extracurricular activities, the courses only had one hour of class each, for this reason, the planning was entirely implemented from October the 17th to October the 26th. Due to the lack of time we had to change the methodology of the project "How can I say that" the missing groups had to present the phrases in a single week, this was unfortunate because the purpose of the project was to implement three phrases per week in order to get used to them before they had to learn the other phrases. With regards the implementation of the project "My ideal interview" the roleplays were done during these weeks, the students felt comfortable with the space since they were alone, as the creation of the interview was guided the grammar and vocabulary was correct, however, it was difficult to understand the students since there was a lot of noise near the classroom, this fact affected the feedback of the students since some parts were incomprehensible. Additionally, the students had the opportunity to explore new vocabulary and areas while preparing the interviews, since they were not limited to a single job but they job they liked the most, even if it did not even exist. (See annex 3)

3.9   Description of the Projects

In order to accomplish the objectives of the research, the projects implemented had the purpose of encouraging students to use the target language inside the classroom. It is important to highlight that PBL approach won't only foster the students' oral competence but also other elements such as creativity and confidence.

3.9.1   Project 1. How can I say that?

This project did not have any relation with the syllabus of the class; however, it was implemented with the purpose of encouraging students to start using some English expressions inside the classroom. This project consisted of explaining an expression in English that can be included in the English class, for each presentation the students had to prepare a small billboard with the expression in order to stick it in the wall of the classroom. To do so, the class was divided in couples and numbered in order to organize the order of the presentations, these presentations last from one to three minutes in which the couple had to explain one expression they teacher provided them and illustrate it with examples or a role-play.

Once the new expression had been included in the English wall, the students and the teacher had to implement this expression during class in order to learn it and practice it. This activity took place three times a week in class hours with the purpose of learning as many expressions as possible. However, due to the chronogram of the institution, half of the phrases had to be explained together in a single class. At the end of the students presented the following eleven phrases: "Can I go to the bathroom?" "Today's topic is" "What do we have to do?" "Can you check the homework?" "What is in your backpack?" "What time is it?" "Can you help me

please?" "What is today's date?" "Teacher, can you repeat please?" "See you next class!" "Teacher, I did not understand". (See annex 4)

3.9.2   *Project 2. What is my Ideal Interview? (Wh- questions)*

The purpose of this project was practicing the wh- questions. During the activity, the students had to create an interview based on the guidelines provided by the teacher during class. This interview was not a normal one since students in groups invented a job with its own rules and setting, to do so the teacher gave a space during the class to the students to prepare the interview and solve any question students had, this interview was not a simple questionnaire but a script that students had to perform in the future.

In the presentation day, one of the students had to be the interviewer and the other students the interviewees. This roleplay took place in a different room to make sure that students felt in a real office and more comfortable since they did not have to present the roleplay in front of their classmates. The students invented jobs such as, an illness department where they were looking for the most ill person in the world in order to analyze her in a laboratory, or a chef specialized on making salchipapas with the main requisite of being from salchipapaland. (See annex 5)

3.10   Research Methodology

This study will adopt a qualitative action research design. According to Mills (2011) "action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning" (as cited in Creswell, 2012).

3.11   Population

The population of interest for this research proposal is composed of a group of 92 high school students of eight grade, aged from 12 to 16 years old, that belong to the student community of the Instituto Técnico La Presentación de Pamplona, Colombia. According to the Minister of National Education (MEN) students are supposed to get an A2.2 English level, however, the observation revealed that many students make big mistakes while using elementary topics.

3.12   Sample

The sample in this action research study will be 8th C which has 30 A2 Elementary English level students. These students were purposely selected since they were the less affected by the institution chronogram.

3.13   Data Gathering Instruments

This study will implement four instruments to collect data: Observation, field notes and narratives, pre-test and evaluation grids.

3.13.1 Observations, field notes and narratives

The observation was divided into two parts, first, an entire week was devoted to observe the teacher methodology and the students compromise, engagement and understanding of the class, this observation period was registered in a specific format which was divided into four specific elements of the class: Class engagement, students English understanding, Description of the activity, and teacher role. The second part of the observation process was done during the eight teaching weeks where the researcher as a teacher analyzed the classes and students'

response to the treatment. The observation purpose was to analyze the student's behavior and acceptance of the oral activities related to the project.

On the other hand, the field notes were implemented to obtain qualitative information from the students and the classes, Creswell (2012) defined fieldnotes as "text (words) recorded by the researcher during an observation in a qualitative study". Keeping in mind that this is an action research design, the researcher must reflex on what went well and wrong during the treatment based on the observation. Then, the fieldnotes were used to register the researcher's impressions about the implementation of the project toward the oral skill progress, and the narratives were used to analyze the mistakes done during the classes and how to improve them in the next time. (See annex 6, 7 and 8)

3.13.2 Pre-test

According to Dimitrov & Rumrill (2003) pre-tests is "used with the purpose of comparing groups and/or measuring change resulting from experimental treatments". In order to comprehend and compare the advancements during the treatment a pre-test will be applied as a diagnostic to register and know the current English oral competence performance students have, this pre-test will evaluate five specific elements through an evaluation grid: (1) pronunciation, (2) grammar, (3) fluidness, (4) creativity and (5) confidence.

3.13.3 Evaluation Grids

The evaluation grids were used to revise the progress students had during the treatment, these results were compared with the pre-test in order to know whether the activities were meaningful in the student's academic achievement or not.

3.14 Activities Chronogram

For the development of this project with eight-grade students, a schedule was proposed to implement the proposal. However, this schedule changed since at the beginning some events were not taken into account. The following figure shows the first proposed schedule and the second one presents the real schedule that was followed for the pedagogical intervention in this level of education.

Table 8 - Activities Chronogram Before the Implementation

Activities	WEEKS									
	1	2	3	4	5	6	7	8	9	10
Institution and courses observation	x	x								
Pre-test application				x						
Implementation of the project "How can I say that?"				x	x	x	x	x	x	

Activities	1	2	3	4	5	6	7	8	9	10
PBL What is my ideal interview?					x	x				
PBL The best recipe in the world						x	x	x	x	

Table 9 - Activities Chronogram After the Implementation

Activities	WEEKS									
	1	2	3	4	5	6	7	8	9	10
Institution and courses observation	x	x								
Pre-test application				x						
Introduction to the project				x						

"How can I say that?"										
Implementation of the project "How can I say that?"				x	x		x	x		
VACATIONS										
PBL What is my ideal interview?					x		x	x		
PBL The best recipe in the world										

3.15   Data Analysis

In order to analyze the data, this study followed the inductive analysis. According to Hatch (2002) "Inductive thinking proceeds from the specific to the general. Understandings are generated by starting with specific elements and finding connections among them."

Hatch also propose nine steps to carry out an inductive analysis that were part of the data analysis of the research. (See Table 10)

Table 10 - Hatch's Inductive Analysis

Steps in Inductive Analysis
1. Read the data and identify frames of analysis
2. Create domains based on semantic relationships discovered within frames of analysis
3. Identify salient domains, assign them a code, and put others aside
4. Reread data, refining salient domains and keeping a record of where relationships are found in the data
5. Decide if your domains are supported by the data and search data for examples that do not fit with or run counter to the relationships in your domains
6. Complete an analysis within domains
7. Search for themes across domains
8. Create a master outline expressing relationships within and among domains
9. Select data excerpts to support the elements of your outline

Keeping in mind the instruments selected on this research, inductive analysis seems to be the best option since it allows the researcher to go over the data collected and create themes based on the patters found inside the data (Hatch, 2022).

3.15.1 Pre-test (Diagnostic Oral Test)

The pre-test application took place the second week of classes, where students had to introduce themselves, however, they had to imagine they were and object and explain what was their function. This presentation had the purpose of knowing the oral fluency and pronunciation of the students as well as the confidence at the moment of using the language and their creativity to prepare a presentation. The following grid will be used during the implementation of the pre-test. (See Table 11)

Table 11 - Pre-Test Evaluation Grid

Estudiante(s):														
Pronunciación y gramática					Fluidez y confianza					Creatividad				
Pronunciación correcta de las palabras	0	0.2	0.4	0.6	Comunicación clara y constante	0	0.2	0.4	0.6	Originalidad al momento de presentar	0	0.2	0.4	0.6
Estructuración de frases	0	0.2	0.4	0.6	No duda al momento de hablar	0	0.2	0.4	0.6	Uso de temas inesperados	0	0.2	0.4	0.6
Uso del vocabulario	0	0.2	0.4	0.6	Prepara adecuadamente la presentación	0	0.2	0.5	0.8					
Total														
Observaciones														

The pre-test results showed a low achievement related to the speaking competence since 10 students out of 29 succeed in the activity. Only one student had a superior grade (4.6 – 5.0), three students had a good grade (4.0 – 4.5), six students had a basic grade (3.0 – 3.9) and 19 students had a low grade (0.1 – 2.9). (See table 12)

Table 12 - Pre-test Students Performance

Total Number of students: 29	
Performance	Number of students
1	Superior
3	Good
6	Basic
19	Low

Figure 2 - Students's Pre-test Performance

Students Pre-test Performance

3% 10% 21% 66%

Superior
Good
Basic
Low
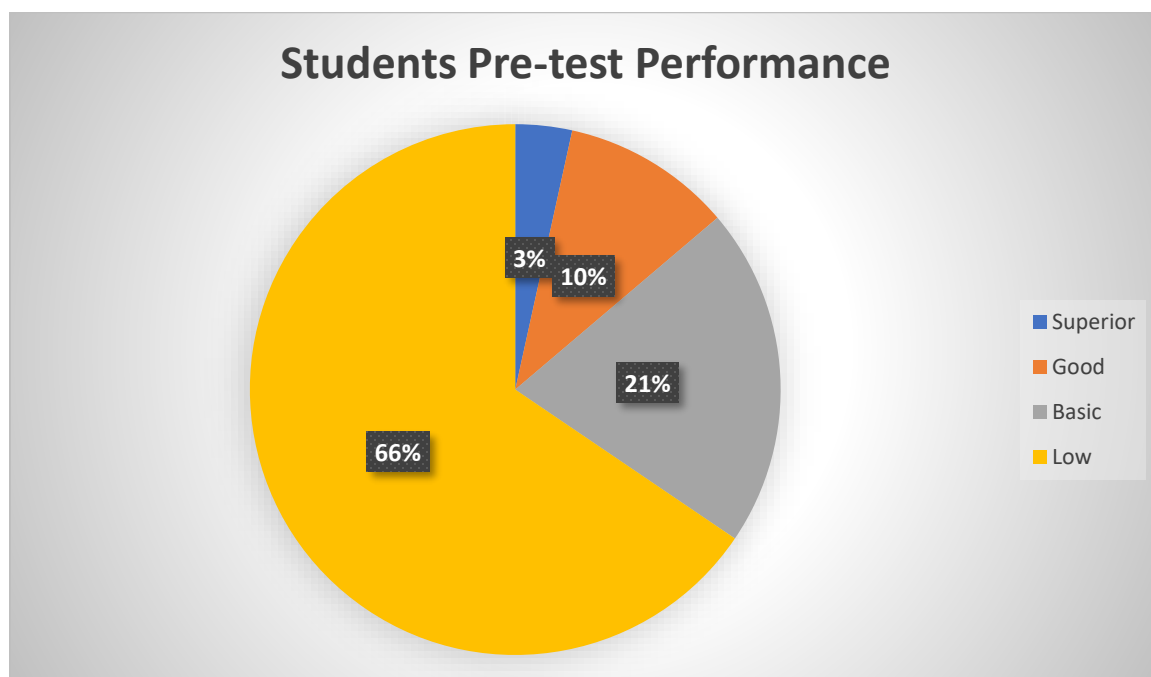
Based on these results must of the students had a low performance regarding the speaking skill since in average, the grade of the course was 2.1. (See annex 9) This pre-test also showed that the lowest performance was related to the confidence because the students were so nervous at the moment of presenting in front of the class and scared of making mistakes and the highest performance was related to the creativity since students had creative ideas to present the self-introduction.

3.15.2 Evaluation Grids (First and Second Implementation)

The first project (How can I say that) showed an increase in students' participation in class and performance in the speaking skill. To grade this activity, the following evaluation grid was implemented. (See table 13)

Table 13 - First Implementation Evaluation Grid

GROUP 1						EXPRESSION
Students name:						
Creativity	0	0.2	0.5	0.7	1	
Confidence	0	0.2	0.5	0.7	1	
Fluency	0	0.2	0.5	0.7	1	
Pronunciation	0	0.2	0.5	0.7	1	
Grammar	0	0.2	0.5	0.7	1	
Observation/Corrections						
Final Grade:						Can I go to the bathroom?

Differently from the pretest, 21 students out of 29 succeed the activity, four students had a superior grade, six students had a good grade, 11 students had a basic grade and 8 students had a low grade. (See Table 14)

Table 14 - Students' First Implementation Performance

Total Number of students: 29	
Performance	Number of students
4	Superior
6	Good
11	Basic
8	Low

Figure 3 - Students's First Implementation Performance
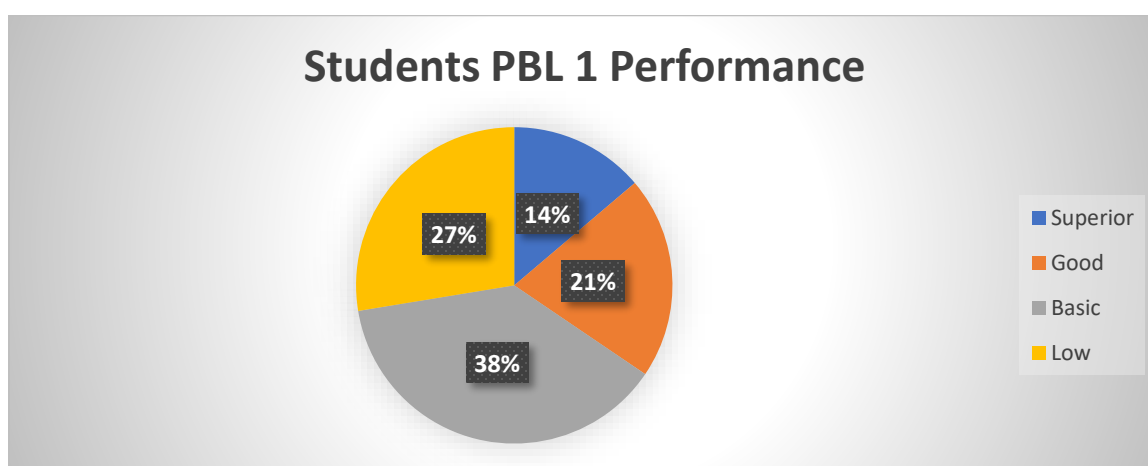
There was also a significant increase in the average grade of the course since in this case it was 3.0. Additionally, the lowest and highest competences in this test were still confidence and the creativity. (See Annex 10)

The second implementation of the project (What is my Ideal Interview?) showed

better results than the first one. To grade this activity the following evaluation grid was used.

(See Table 15)

Table 15 - Second Implementation Evaluation Grid

NOTA GRUPAL			
Creatividad			
Preparación del libreto	0	0.5	0.8	1.0
Trabajo en grupo	0	0.5	0.8	1.0
Partes de la entrevista	0	0.5	0.8	1.0
Ambientación	0	0.5	0.8	1.0
Total			
Observaciones			

Estudiante:								
Pronunciación y gramática				Fluidez y confianza				
Pronunciación correcta de las palabras	0	0.5	0.8	1.0	Comunicación clara y constante	0	0.5	0.8	1.0
Estructuración de frases	0	0.5	0.8	1.0	No duda al momento de hablar	0	0.5	0.8	1.0
Uso del vocabulario	0	0.5	0.8	1.0	Apropiación del personaje	0	0.5	0.8	1.0
Total								
Observaciones								

This activity was graded differently because there was a group grade and an individual grade, in this case the maximum grade was 10 points, so to average the final grade the total points had to be divided into two. In this second implementation, most of the students succeed since 27 out of 29 succeed it, one student had a superior grade, 17 students had a good grade, nine students had a basic grade and 2 students had a low grade. (See Table 16)

Table 16 - Students' Second Implementation Performance

Total Number of students: 29	
Performance	Number of students
1	Superior
17	Good
9	Basic
2	Low

Figure 4 - Students' Second Implementation Performance

Students PBL 2 Performance

- Superior
- Good
- Basic
- Low

3% — 7% — 31% — 59%
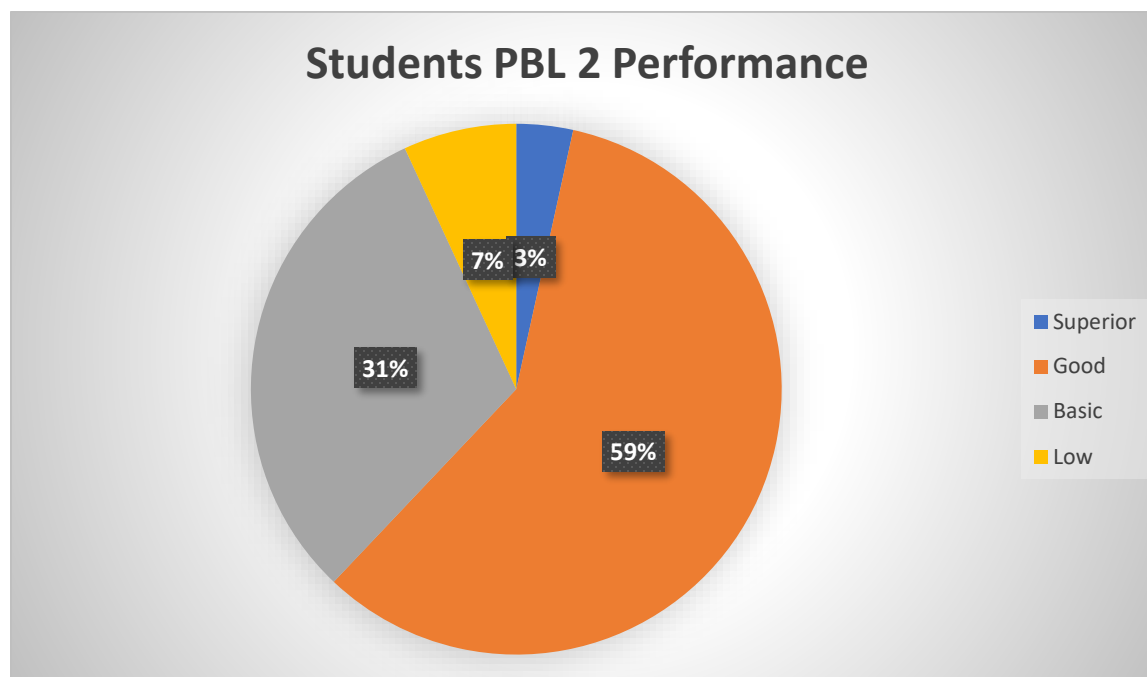
In this second implementation, the average grade was higher again since it was 3.8, and the lowest and highest competences were still the confidence and the creativity. (See Annex 11)

3.16   Findings

These findings are divided into two main categories: (1) PBL Impact on Students' Speaking Performance and (2) Student's Difficulties Toward the Speaking Skill.

3.16.1 PBL Impact on Students' Speaking Performance

Speaking skill is one of the most important skill when it comes to learn a language since it allows the student to communicate ideas in the language, additionally, it is possible to practice most of the other skills through speaking. Pratiwi, (2016) asserted that "one of the language skills in learning English as the compulsory subject in the school is speaking. It becomes the skill which must be highlighted in teaching English as a foreign language, because speaking is a productive

skill when the teacher can see students occupying the target language actively for real communication." Bearing this in mind, this category highlights the impact that PBL had in the students' speaking skill.

During the treatment, the students showed a considerable increase in their average grade. Considering that students did no use the target language at the beginning of the period, the pre-test confirmed the first observation analysis since the average grade of the course was 2.1. In this pre-test the pronunciation and production were really poor, even some students preferred not to present it since they did not feel good about talking in English. (Field notes) Nevertheless, the teacher-guided projects affected positively the student's performance in the speaking skill. Differently from the pre-test, to do these activities the students had a permanent supervision of the teacher to develop the activities, the visual material increased their understanding of the activities and consequently their performance and preparation since they had the opportunity to ask for explanation in case they did not understand as well as a tutoring in breaks, this is one of the main reasons why the first implementation average grade was 3.0. Subsequently, the second implementation made students feel way more comfortable, since they created their scripts in class hours, this allowed the students to show their advancements to the teacher before the presentation day and fix their grammar and speaking mistakes. This last implementation was particularly effective since the students were sure that their scripts were correct, and it was evidenced in the average grade which was 3.8. (See Figure 5)

Figure 5 - Grades Average
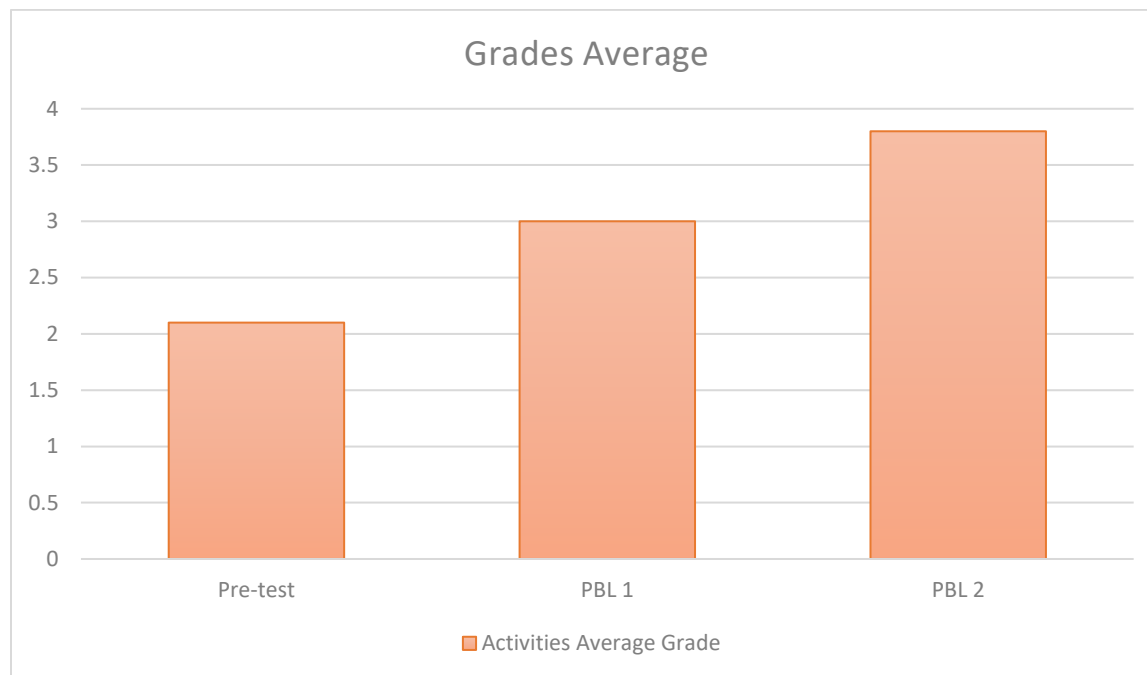
Therefore, the results also showed a big increase in students succeed in the activities, in the pre-test 66% of students had a low grade (0.1 – 2.9) which means that 19 students had a low grade in this activity, however, in the first and second implementation, this low performance decreased considerably, the participation of the students was higher in this activity since they had prepared the activities on time. The first implementation showed that in this second activity 48% of students had a low grade, this 38% is equivalent to 8 students out of 29, despite 38% of students were a lot of students, the low average grade decreased in 28%. Finally, the third implementation showed a low grade average of 7% which is equivalent to 2 students, as the students prepared the interview in class, the participation and grades improved a lot in this last activity, for this reason the low grade average in this activity decreased from 59% compared with the pre-test and 41% compared with the first implementation. (See Figure 6)

Figure 6 - Low Grade Average
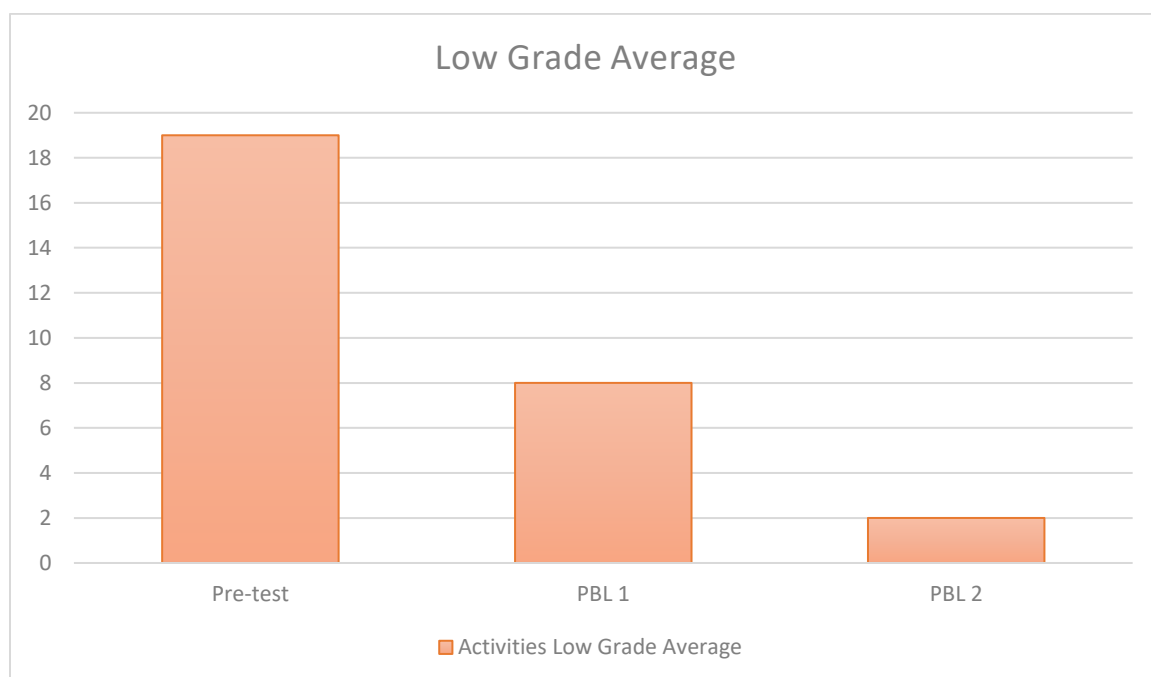
These results showed a positive impact on students speaking skill performance and participation in class after the treatment.

3.16.2 Student's Difficulties Toward the Speaking Skill

Bearing in mind the research questions of this inquiry, an important aspect is related to students' difficulties using the language inside the classroom. The main problematic found in the institutional observations was related to the students lack of speaking practice, for this reason, one of the main difficulties were the nerves and the lack of confidence "The students have big elementary mistakes and they are really unsecure at the moment of speaking, some students do not want to do the activity because they are scared of presenting in front of their classmates." (Fieldnotes and observations Planning 2), despite this was not the case of the whole classroom since some students had a good pronunciation and production, they still were unsecure at the moment of speaking "Despite they had a good pronunciation, they struggled a lot because they

were not sure if their production was correct." (Fieldnotes and observations Planning 2). According to the students, they struggled because they did not feel comfortable speaking in front of their class mates since they did not want their classmates to laugh at them if they made mistakes. This hypothesis was confirmed in the second implementation of the research since it took place in a different room, this aspect particularly changed the student's attitude toward the activity "Changing the place where the students had to present the interview to a different room where only the group and the teacher would be, radically changed the attitude of the students toward the activity since they were free to work on what they liked." (Fieldnotes and observations Planning 3)

3.17   Conclusions and Further Research

The PBL approach is a meaningful strategy to enhance students' speaking production skills. After conducting this mixed action research, it was concluded that implementing the PBL approach in students' speaking skill through the exposure to authentic material and real-life situation motivate them to practice speaking that for most of the students is the hardest one. Additionally, students can also develop other competences such as confidence and creativity while practicing the language and reinforcing the other competences of the language.

On the other hand, this inquiry may also guide further research on this field to implement PBL in a secondary school classroom, however, it would require more time and classes to have clearer results since there are some variables that affected the results of this research such as, the students with no grade; these students did not have a grade because they did not do the activity, consequently the average grade of the implementations were lower than it should be, another aspect which was not taken into account was the students who did not present the activities on the

deadlines proposed, since their maximum grade was 3.5. Finally, another aspect that affected the process were the institution extra-curricular activities which interrupted the process many times.

4. CAPTER IV: COMMUNITY EXTENSION COMPONENT

4.1   Learning English Vocabulary Through Visual Memory Association

4.2   Introduction

Vocabulary is one of the most important elements in a foreign language learning process since all the English competences will be developed through it. It is impossible to create structures, sentences and productions if the students do not have a clear understanding of the vocabulary required for a specific topic, for this reason, it is mandatory for educator to teach vocabulary in a meaningful way. Several teachers usually base their vocabulary teaching on memorizing long lists with several words that students do not even use during the class, this methodology makes students lose their interest in the target language since they are forced to memorize it even with a bad pronunciation only with the purpose of getting a good grade instead of learning it in a meaningful way. To avoid this reality presented in several Colombia schools it is important to find a different methodology to teach a lower number of words but that can be useful for the class setting and the topic. One strategy that can solve this situation is the use of pictures to illustrate students the words they are learning, since they will not learn the translation of the word but a picture to associate when they hear the word.

4.3   Justification

Vocabulary learning can be carried out in many ways, however, the pedagogical method used to teach it at the school "La Presentación" Pamplona tend to be traditional usually

consisting of memorizing lists of vocabulary or repetition, causing learning to be momentary and not significant. For this reason, it is necessary to implement a methodology that solves this situation and generates a long-term vocabulary learning. To do so, this project seeks to implement the methodology of associating vocabulary with images (visual memory) which consists in avoiding the translation of words and trying to illustrate them with images so that the student can imagine the word when listening to it instead of thinking directly about the meaning of the word in Spanish.

In this methodology it will be the teacher who will be responsible for providing the most relevant vocabulary of each lesson and the images corresponding to them, in addition to applying the methodology during the time established for the class as well as presenting the vocabulary differently where students should think about the equivalent of words and images to Spanish and thus have a clearer image of them in their head.

4.4 Objectives

4.4.1 General Objective

To analyze the influence of pictures on the English grammatical and vocabulary learning, among 3rd grade students

4.4.2 Specific Objective

- To implement the use of pictures as a pedagogical tool to learn vocabulary

- To promote the acquisition of vocabulary in a long term

- To teach vocabulary beyond memorizing vocabulary lists

4.5   Methodology

In order to catch students' attention, it is crucial to implement a methodology that make students part of the class, where they are able to participate and give their point of view, to do so the teacher must use pictures to encourage them to interact with them since students will have to analyze the pictures and express what is the meaning of the word.

Sholihah (2009) proposed a structured class to teach vocabulary through pictures in order to accomplish the linguistic and didactic use of songs. This classes are divided into four stages:

1. **Warming Up:** In this stage the teacher presents the materials to the students as well as the topic that is going to be practiced during the class.

2. **Presentation:** In this stage, the teacher will explain the most important aspects of the topic

3. **Skill practice:** In this stage, the students will practice the most important vocabulary related to the topic. The teacher will show some flashcards with a picture and the word in English and the students will have to say what is the meaning of the word according to what they are watching. Once the picture has been deciphered the teacher will show the pronunciation of the word and the interpretation of the picture.

4. **Assessment:** Once the vocabulary has been learned, the teacher will provide some activities to revise if the students learned the vocabulary and reinforce the topic in case it is necessary.

Figure 7 – Soliah Class Structure

Warming Up → **Presentation** → **Skill practice** → **Assessment**
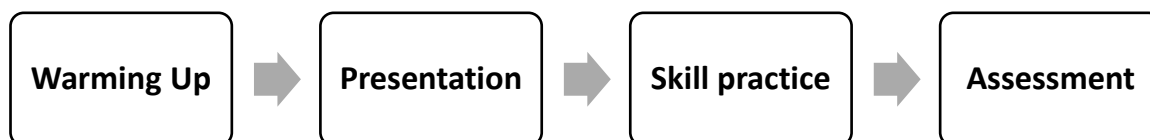
4.6 Description of the Activities

4.6.1 Activity 1. Personal Pronouns

Warming Up: To start the class the teacher introduced himself and asked the learners to do it as well, the students had to use the personal pronoun I, once the activity concluded the teacher quickly explained what the personal pronouns are and how they used the pronoun I during the presentation to give them an example of how to use them.

Presentation: To begin the topic the teacher will give a quick explanation about what they are, what they are used for and what are the personal pronouns in both Spanish and English

Skill Practice: the teacher will illustrate to the students by means of images the previously mentioned personal pronouns in order to review the pronunciation and the meaning of the pronouns, each image will contain a personal pronoun written in English and the students must say aloud the meaning and pronunciation

Assessment: To finish the class the teacher will do an individual evaluation activity of what was seen in class, for this the teacher will ask a simple question to each student on the subject seen, those students who answer correctly will be given a positive point for upcoming activities and those who have not answered the question will be asked what doubts they have about the topic.

4.6.2 Activity 2. Professions in English

Warming Up: To begin the class the teacher will teach the expression "I am a" which is used to explain the person's work, when students have written the phrase in their notebooks an introductory activity will be held on the subject of professions, to do so, the students will have to think of a random work and draw in their notebooks an object that represents that profession. Once everyone has finished the activity, each student will stand up and show their drawing, the other students will have to analyze the drawing and guess what the job to which this object belongs. Every time the students guess a job the teacher will write the professions on the board.

Presentation: Once there are several works written on the board and each student has shown his drawing, the teacher will begin to teach the pronunciation and translation of each work into English, to do so, the teacher will ask to the students for help, If no one knows the equivalence of the word the teacher will be responsible for writing it on the board, each word will be pronounced by the teacher and the students must repeat.

Skill Practice: For the next practice activity the group will be divided in two, students will have to form a line to carry out the game called "Broken phone" which consists of saying a word to the last student in the row, when the signal is given, the last students in each row will have to say the word given to them in the ear of the partner in front, once the information is received the next student will repeat the process until the word reaches the first student in the row, once the first student knows the word will have to raise his hand, when the teacher allows him to speak the student will have to say the profession that was said along with the expression that was taught at the beginning of the class (e.g. I am a doctor)

Assessment: Students will have to select three jobs learned during class, with each job they will write a different sentence using as a guide the sentences learned during class, if students have doubts, they can ask the teacher for help.

4.6.3 Activity 3. Sports

Warming Up and Presentation: To begin the activity the teacher will show a video about sports, which shows some known sports in Colombia in an interactive way as it shows incomplete images of the sport, as the video progresses, the image will be more visible until it can be viewed completely. Students will have to guess which sport they think the image represents, when the image is shown completely, the sport will also be shown in English. At the end of the video the students will have to find out what they think the subject of the class is.

Skill Practice: The teacher will illustrate to the students though pictures the sports previously shown in order to review the pronunciation and the meaning of sports, each image will contain a sport written in English and students must say aloud the meaning and pronunciation (See Annex 12)

Assessment: To evaluate the topic students should make a sentence in their notebook with three sports, to do so, the teacher will give students some structures to create a sentence using the verb play and like. Once all the students have written the sentences each will have to read the sentences they wrote.

4.6.4 Activity 4. Modal Verb Can-Can't

Warming Up: To start the class, the teacher will introduce the students to the topic by asking them the skills they have, then he will explain what the verb can-can't is.

Presentation: To begin the topic the teacher will give a quick explanation about what the verbs can and can't are in both Spanish and English, once the explanation is given, the teacher will illustrate to the students by means of a video the previously mentioned verbs in order to review the pronunciation and the meaning. The video will contain a complete explanation of the verbs and the teacher will explain it slowly.

Skill Practice: In order to review the subject, the teacher will play a short song about the verbs can and can't along with some skills. This song will mention the English verbs along with images so that students have another way to remember the pronunciation of the verbs when using them. (See Annex 13)

Assessment: Once the vocabulary is acquired an activity will be implemented to use the verb can and can't in a sentence, for this the teacher will ask the class what skills they have and will be written on the board in both Spanish and English, then the structure of a sentence with verbs will be taught and the teacher will ask the students to create a sentence using the words in the board.

4.6.5   Activity 5. Numbers 1 to 100

Warming Up: To start the class the teacher will give a reminder of the numbers 1 to 10 to make sure the students know the numbers correctly.

Presentation: To present the theme the teacher will show a video related to the numbers, this will explain a simple way how to count the numbers from 1 to 100, the teacher will explain the theme along with the video pausing at the most important moments of the video.

Skill Practice: To practice the vocabulary, the teacher will show some slides to the students with the numbers from 1 to 100, then, in order to review the subject, the teacher will do an activity on the board, to do so, the numbers 20, 30, 40, 50, 60, 70, 80 and 90 will be written along with their writing, Similarly in front of these numbers will be written the numbers from 1 to 9 with the aim of matching the two numbers and create a specific number (ex: if the student match the 40 and 1 the student will have to write the number 41). All students will have to go to the board to write a number with the help of the teacher. (See Annex 14)

Assessment: To finish the class the teacher will do an individual evaluation activity of what was seen in class, for this the teacher will write 10 random numbers on the board. Students should write those numbers in English in their notebook.

4.7   Chronogram of Activities

For the development of this project with third-grade students, a schedule was proposed to implement the proposal. However, this schedule changed since at the beginning some events were not take into account. The following figure shows the first proposed schedule and the second one presents the real schedule that was followed for the pedagogical intervention in this level of education.

Table 17 - Chronogram of Activities Before the Implementation

Activities	WEEKS									
	1	2	3	4	5	6	7	8	9	10

Planning of the first class		X							
Implementation of the first class			X						
Planning of the second class			X						
Implementation of the second class				X					
Planning of the third class				X					
Implementation of the third class					X				
Planning of the fourth class					X				

Implementation of the fourth class						X			
Planning of the fifth class						X			
Implementation of the fifth class							X		
Planning of the sixth class							X		
Implementation of the sixth class								X	
Planning of the seventh class								X	
Implementation of the seventh class									X

Table 18 - Chronogram of Activities After the Implementation

Activities	WEEKS									
	1	2	3	4	5	6	7	8	9	10
Planning of Personal Pronouns		X								
Implementation of Personal Pronouns Planning			X							
Planning of Professions			X							
Implementation of Professions Planning				X						
Planning of Sports				X						

Implementation of Sports Planning					X					
Planning of can / can't					X					
Implementation of can / can't Planning						X				
Planning of Numbers 1 to 100						X				
VACATIONS										
Implementation of Numbers 1 to 100 Planning								X		
Exams									X	

4.8   Conclusions

After implementing the use of pictures to learn vocabulary in a third-grade students' English class. It is possible to state that pictures offer a good stimulus for students, since they do not have to learn vocabulary by memorizing lists but by interacting with the teacher and their classmates. This proposal was particularly meaningful since students were part of the class and participated actively during the activities, additionally, this strategy improved their motivation because they were having fun while learning and competing with their classmates to interpret the pictures shown.

5. **CHAPTER V – INTRAINSTITUTIONAL ACTIVITIES COMPONENT**

5.1   Introduction

Despite the role of an English teacher is to face the challenges of teaching the English language, there is also an important aspect which is being part of an institution where he/she belongs to. Thus, it is mandatory to know and make part of all the institutional activities during the working time at the school, these activities are habits, events, and celebrations that the institution offers to the students and teachers.

5.2   Justification

Extracurricular activities are extremely important for every school or institution since they are part of the institution's identity. These activities are carried out inside school hours and can change every year depending on the students requests and the institution needs, however, these activities would not work without a proper participation of students and teachers where

everybody have their role. Generally, these activities are carried out with the entire institution and require a lot of help to plan, prepare and run the activity, for this reason, we as teachers have to make part of them and always be ready to support in every situation presented during those activities.

5.3   Objectives

5.3.1   *General Objective*

- To participate in all the institutional activities established in the institutional chronogram

5.3.2   *Specific Objectives*

- To identify the culture inside the institution

- To support the extracurricular-activities inside the institution

5.4   Methodology

In order to accomplish the objectives proposed, the pre-service teacher have to assume an active role during the activities scheduled in the chronogram as well as cooperate with other teachers and students to ensure the well development of the activities.

5.5   Description of Institutional Activities

5.5.1   *Week for coexistence human rights and the prevention of all types of violence*

This activity was focused on creating awareness on the students about all types of violence and human rights. To do so, the students were given the first two hours of class to socialize with the teacher a type of violence, then the students had to make a billboard about the violence explained in the class, the next hours of class were dedicated to expose the billboards in to the rest of the institution to make sure all the students were aware of the all type of violence.

The pre-service teachers with the supervisor had the responsibility to guide the students through the socialization of the topic and creation of the billboard. (See Annex 15)

5.5.2   Eleventh Grade Technical Area Project Report

This was an important event since eleventh grade students must carry out a entrepreneurship project where they have to create a product to respond to the population needs, this is also important because it is requisite to graduate. During this event the pre-service teachers were also invited to revise the students' products and provide feedback to the teachers that asked for it.

5.5.3   Congregational Moment and Ceremonial Flag-raising 6th Grade

In the technical institution La Presentación, every month a different grade must prepare a Flag-raising event with a theme, this activity was focused on highlighting the Marie Poussepine's values which are one of the most important pedagogies in the institution. The pre-service teachers were in change of taking care of a grade and make sure they were paying attention to the event, also they have to provide support to the other teachers in case there was a health problem with a student and take them to the institution infirmary. (See Annex 16)

5.5.4   Bingo Activity

With the purpose of raising funds, the students of tenth grade carried out a bingo activity. this activity was done with all the students, the students and the teachers had to buy a bingo card to participate in the event, the winners received prizes financed by other foundations. The pre-service teachers had to participate in the event as well as taking care of the students and offering support in case it was necessary. (See Annex 17)

5.5.5   *General rehearsal of the dance contest at the Coliseum*

This activity took all the morning, in the institution there is a dancing contest where all the students have to perform a dance. This dance had been practiced during the scholar days where students had to go to the main yard and practice it with a teacher. This day was the first practice of the dances in the coliseum where the future contest will take place. Pre-service teachers had to take care of the students in the way from the institution to the coliseum, and to help the students to organize in groups and to sit them in the place they were assigned. (See Annex 18)

5.5.6   *Congregational Moment and Ceremonial Flag-raising 9th Grade*

This flag-raising was devoted to the variety of races in our country, in this case the event took place in the auditory. Pre-service teachers had to sit next to a group of students and make sure they paid attention to the event, and to sit properly. (See Annex 19)

5.6   Conclusions

Making part of the institution extracurricular activities is fundamental in the pre-service teacher practice since it allows them to live a complete teacher experience. Being a teacher is not only giving classes and grading students but supporting all the administrative and social-affective activities scheduled by the institutions.

Therefore, these activities not only benefit students but also teachers because these spaces allow the educator to make a strong relationship with the students beyond the classes, this aspect is particularly useful since the teacher can meet the students closely and know what they like for further classes as well as consolidating a good relationship with them makes the classes easier to teach.

Finally, the pre-service teacher can learn how the institution works as well as its culture, making part of the institutional community and enjoying the spaces while learning and developing the teacher's role on these activities.

6. CHAPTER VI: PRACTICE REFLECTIVE PROCESS

6.1 Reflective Process

Considering the practice process and guidelines provided by the University of Pamplona, it is important carry out a reflective process throughout the instance in the institutions with the purpose of critically analyze the classes and the perspective of the students, this allows to find the mistakes made during the practicum as well as improve future classes. In this research, the reflective process was done based on the observations and fieldnotes written during the classes, this allowed to find more strategies to improve the development of the classes and to make corrections in the research since some strategies were not that useful with the students. (See Annex 6, 7 and 8) This reflective process was also useful to reflect on the responsibilities I had as a teacher and avoid repeating the same mistakes when making part of the extracurricular activities carried out in the institution.

On the other hand, these narratives were purposely done based on the, tutor, supervisor and student comments because it was easier to detect the mistakes done during the practice, also the advices received were useful to reflex. Therefore, these narratives helped me identify my student's and my weaknesses and strengths, this helped me a lot since I could improve the quality of the classes given and the relationship with the students.

6.2   Conclusions

In conclusion, this reflective process was really important during the development of the research since it was a great support for the pre-service teacher in three main aspects:

- This allowed the pre-service teacher to grow as a teacher and to discover a good class methodology and improve the interaction and confidence while giving classes

- The reflections were a great opportunity to detect the mistakes made and find a solution to them in order to improve them in the future practice as a teacher.

- The reflection process affected positively the pre-service teacher performance in the practicum since it allowed to inquire in the role of being a teacher in the institution, thus, the teacher had a more accurate achievement at the extracurricular activities and academic activities.

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8. ANNEX

Annex 1. Planning 2

FECHA	TEMA	INDICADOR DE DESEMPAEÑO	ACTIVIDAD EN CLASE	EVALUACION, REFUERZO Y RECUPERACION	TRANSVERSALIDAD	OBSERVACIONES	CLASE Nº
September the 22nd – September the 30th	Introduction of the class and schedule for the week	All students have listened to the activities devoted for the week	-**Opening:** To start the class, the teacher will greet the students and will explain the activities	This activity won't be graded	N/A		Class No. 1

			prepared for the week. (10 Minutes)				
	Self-introductio n (pre-test)	All students have introduced themselves based on the instructions provided the previous week	Every student has to introduce herself, however, the presentation will be different, since they have to	This activity won't be graded	N/A		Class. No. 1

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			imagine they are an object, the students will have to say her: name, age, the fruit she is and give a quick description of their job in the daily life. (1 hour)				

| | Commands for the class | Students dedicate a page in their notebook to write the command | The teacher will introduce to the students a new segment of the class. This activity will take place three times a week, each class a couple of students will prepare an | The criteria of the presentation will be divided into four elements: (1) Imagination – 1.25 (2) Pronunciation – 1.25 (3) fluidness – 1.25 (4) Confidence – 1.25If a student wants to improve her grade, she will have to ask the | Classroom Communication | Command: Can I go to the bathroom? | Class No. 1 |

			expression. This expression must be related to the classroom setting, this means that the teacher or the students can use it in class, this presentation won't take more than 3	teacher for a second opportunity to show another expression, this second grade will be added to the previous one and divided into two.			

			minutes in which the learner have to present the expression and some examples in which it is used. Only the first week of the project, six groups will present the				

		phrase. (10 minutes)				
	Review of the last week activities	All students are aware of their mistakes and have written them in their notebook.	The teacher will remind students some of the topics learnt before based on the mistakes they made in the activities, the teacher will write on the board	This activity won't be graded	N/A		Class No. 1

			some of the sentences grammatical ly incorrect and the students must say what is the mistake in the sentence. The students have to write the feedback on their notebook which is				

			going to be useful to reinforce the topics. (30 minutes)				
	Writing questions in Simple Present and Future Will using Wh-questions	Students learnt how to ask questions using wh- questions in different tenses	The teacher will explain students how to ask questions in English using wh-questions, their structure of questions	This activity won't be graded	N/A		Class No. 1 and 2

			and answers and the relationship with the tenses (30 minutes)				
	Wh-questions speaking practice	Every student has answered a question asked by the teacher	**Game Hot Potato:** The teacher will prepare several wh-questions numbered from 1 to 40,	This activity won't be graded. However, if a student answers a question correctly, the teacher will give her a positive	Game Class		Class No. 2

			the teacher will implement the game hot potato where students have to pass an object while the teacher says hot several times, once the teacher says the word potato the student	point for future activities.			

			with the object in her hands will have to choose a number from 1 to 40, based on her answer the teacher will ask the question to the student who have to answer it based on the			

			previous explanation. (30 min)				
	Oscar reading activity	Students practiced the reading skill and identified wh- questions inside the text	During this activity, the second chapter of the book "Oscar" will be read, this activity will consist on the classroom reading the chapter	The teacher will evaluate the reading skill by taking into account the pronunciation of the words and fluency. If a student makes an elementary mistake the teacher will write it in a notebook to	Literature		Class No. 3 and 4

			together, the teacher will begin reading the first part of the chapter, after that the student next to the teacher will continue reading until the teacher ask her to stop, when a student stop	provide feedback at the end of the activity.			

			reading the student next to her will have to continue the reading until the chapter is completely read. During the reading the teacher will constantly ask the students to				

			explain what is the reading about to make sure everybody understand the story, also while reading the students must identify the wh-questions inside the				

			text, those who identify the questions must rise their hand, then the teacher will choose one of the students who raised the hand, this student will have to mention the			

			wh- question in English and explain the meaning of it in Spanish, in case the student does not know its meaning, the teacher will clarify its meaning (2 hours)				

Annex 2. Planning 3

FECHA	TEMA	INDICADOR DE DESEMPAEÑO	ACTIVIDAD EN CLASE	EVALUACION, REFUERZO Y RECUPERACION	TRANSVERSALIDAD	OBSERVACIONES	CLASE Nº
October the 2nd – October the 7th	Introduction of the class and schedule for the week	All students have listened to the activities devoted for the week	-**Opening:** To start the class, the teacher will greet the students and will explain the activities prepared for	This activity won't be graded	N/A		Class No. 1

			the week. (10 Minutes)			
	PBL – How can I say that?	Presentation of the three expressions devoted for the week. This activity will be developed during the week.	The three groups selected the previous week will prepare a presentation of an expression provided by the teacher,	The criteria of the presentation will be divided into four elements: (1) Imagination – 1.25 (2) Pronunciation – 1.25 (3) fluidness – 1.25	Classroom Communication		Class No. 1, 2 and 3

		these expressions must be illustrated with a quick roleplay, a poster with the expression and some examples. (10 to 20 minutes a week)	(4) Confidence – 1.25			
	Revision of the 1st	All students have solved	The teacher will give a	This activity won't be graded	N/A		Class No. 1

	conditional worksheet	their doubts about their grades in the workshop	space to the students to ask about their grade in the worksheet and to correct the grade in case there was a mistake in the final grade. (20 minutes)				

	What is an interview?	To recognize the structure of an interview in United States and Colombia	During the class the educator will teach the most important aspects of an interview, to guide students during the explanation the students will work in groups of three, every	This activity won't be graded	Interviews		Class No. 1 and 2

			group will receive a worksheet with the information that is going to be explained during the class as well as some advices to carry out a successful interview (50 minutes)				

| PBL – What is my ideal interview? | To create an interview using wh- questions | During this activity the teacher will guide students to create their own interview. To do so, the groups made recently will work together to create their perfect interview, | The preparation of the interview won't be graded. However, the criteria of the presentation will be divided into four elements:

(1) Imagination – 1.25

(2) Pronunciation – 1.25

(3) fluidness – 1.25 | Interviews | | Class No. 2 and 3 |

			this interview won't be a normal interview since students have to create an imaginary job and create some rules for that job, for this reason, students are	(4) Confidence – 1.25. This activity will be performed the week after October holidays.			

			free to create the questions they want and the requisites for the job. In order to assist students, the script of the interview will be done during class and the teacher will solve the				

			students'				
			doubts				
			during the				
			class time.				
			(1 hour and				
			30 minutes)				

Annex 3. Planning 4

FECHA	TEMA	INDICADOR DE DESEMPAEÑO	ACTIVIDAD EN CLASE	EVALUACION, REFUERZO Y RECUPERACION	TRANSVERSALIDAD	OBSERVACIONES	CLASE Nº
October the	Introduction of the	All students have listened to	-**Opening:**	This activity won't be graded	N/A		Class No. 1

17th – October the 21st	class and schedule for the week	the activities devoted for the week	To start the class, the teacher will greet the students and will explain the activities prepared for the week. (10 Minutes)				
	PBL – How can I say that?	Reorganization of the activity	The schedule of the activity will	The criteria of the presentation will	Classroom Communication		Class No. 1, 2 and 3

			change since there are not enough weeks to present all the phrases. Now all the groups will prepare the sentence for the next week and one hour of class will be devoted to	be divided into four elements: (1) Imagination – 1.25 (2) Pronunciation – 1.25 (3) fluidness – 1.25 (4) Confidence – 1.25		

			present it. (10 minutes)				
	Revision of the interview script	All students have presented the script of the interview	The teacher will give a space to the students to revise the interview scripts to make sure the sentences are well-structured. If the students have not finish it yet,	This activity won't be graded	N/A		Class No. 1

			they will have this space to finish it and ask to the teacher for vocabulary. (1 hour)				
	Presentation of the interview	All students have performed the interview they prepared in the previous classes	The students will perform the interview, this activity will be done in a different classroom,	The criteria of the presentation will be divided into four elements: (1) Imagination – 1.25	Interviews		Class No. 2, 3 and 4

			every group will have 6 minutes to do the roleplay and 4 minutes to receive feedback. (2 hours)	(2) Pronunciation – 1.25 (3) fluidness – 1.25 (4) Confidence – 1.25			
	1st conditional evaluation	To do some exercises related to the first conditional in order to evaluate the student's	This activity will be done while the interviews take place. The teacher will call	20 questions related to the first conditional; every question will add 0.25 to the final grade.	N/A		Class No. 2, 3 and 4

		management of the topic	group by group the present while the other students will develop the evaluation. (2 hours)				

Annex 6. Planning 2 Fieldnotes and Observations

<table>
<tr><td colspan="4" align="center">FIELD NOTES AND OBSERVATIONS</td></tr>
<tr><td>Date</td><td colspan="3">September the 22nd – September the 30th</td></tr>
<tr><td colspan="4">Planning: 2</td></tr>
<tr><td>Topic / Aspects</td><td>Observation</td><td>Fieldnote</td><td>Reflection</td></tr>
<tr>
<td>Self-introduction (Pretest)</td>
<td>- According to the supervisor, the students were used to solve writing activities but the oral production was hardly ever practiced

- This presentation took more than expected since the</td>
<td>- The pronunciation and production were really poor, the students had big elementary mistakes and they were really unsecure at the moment of speaking, some students did not want to do the activity because they were scared of presenting</td>
<td>- In a next speaking activity, it is important to make sure the students are paying attention to the activity, the noise can reduce the quality of the speaking production.</td>
</tr>
</table>

	students were not attentive to the explanation and there was a lot of noise outside the classroom, for this reason the presentations were interrupted several times.	in front of their classmates. - The students had good ideas at the moment of creating a script for their presentation, but nerves reduced the quality of the presentation.	- It is important to find a quite place when an oral activity, sometimes the students speak softly and it is really difficult to understand. - When asking the students to repeat what they just said, they get even more envious, for this reason, it is better to make sure the first time the presentation will go well.
Explanation of Wh-Questions	- The students barely paid attention to the explanation in the	- When asking the students to participate using the English	- In the next explanation, it will be better to bring

	board, they talk too much and it is hard to control the discipline when a topic is being explained.	language they did not feel comfortable, they preferred not to participate instead of speaking English.	stimulus to encourage students to participate.
	- The students get more interested in the topic when they receive stimulus such as videos or pictures, they get involved in the class and try to participate.	- Some of the students participated in the explanation, despite they had a good pronunciation, they struggled a lot because they were not sure if their production was correct.	- It is better to explain a topic with the students, they will get involved in the class and consider that their opinions matter.
"How can I say that" PBL introduction	- The students did not want to do the activity at the beginning because they did not like speaking.	- Despite the students do not like the speaking skill, they will do it if the teacher guides them through	- To introduce projects, it is important to give clear instructions and a wide perspective of

		it, they had a lot of problems with the pronunciation and grammatical structures, that is why they think their grades will be bad and it scares them more, if the teacher helps them with the production, they feel more comfortable because they are sure that the pronunciation and the grammar is correct.	how the project is going to work since a lot of students were confused at the end of the explanation.
	- The students mentioned that speaking is so difficult, the only way they have learned how to speak is through repetition.		- It is fundamental to write the instructions in the board to let students write it in their notebooks, also give them an example of how a good presentation looks like and the criteria of evaluation the teacher is going to use.

Annex 7. Planning 3 Fieldnotes and Observations

FIELD NOTES AND OBSERVATIONS

Date	October the 2nd – October the 7th		
Planning: 3			
Topic / Aspects	Observation	Fieldnotes	Reflection
PBL – How can I say that?	- Five groups out of six exposed the phrase, these phrases were: "Teacher, can I go to the bathroom?", "Teacher, I have a question", "What is the meaning of?" "What is today's date?", and "Can you check the homework?" - The presentations were good but some of the groups had some grammatical	- The students keep on hesitating at the moment of speaking, but now they try to sound confident even if they make mistakes. They kept on speaking instead of asking the teacher how to pronounce a word.	- It is important to maintain the discipline during the explanation since some students do not pay attention to the explanation of the phrase, to do so, it would be good to ask them to write the phrases in their notebook in order to revise it in the future.

	issues since they did not ask for help to the teacher while preparing the exposition.		
Explanation of the topic "Interview"	- During the activities the students were attentive to the explanation since they had the opportunity to watch a real interview in English and Spanish in order to illustrate its five stages - The students got interested on the interviews and tried to understand the English interview.	- Students liked the idea of identifying the stages of the interview, but they did not know how to express themselves about the interview, even with the teacher help the preferred to express themselves in Spanish.	- In a next explanation where a video in English is implemented, it is important to give the students the transcript of the interview, thus, the students will have a better understanding of the video and it will be easier to guide the students through the comprehension of the video.

| PBL – What is my ideal interview? | - At the beginning, the students did not like the idea of creating a job interview since they considered it boring.

- The idea of creating a job motivated them to choose a topic they liked the most and work on it, also, despite they did not feel comfortable at speaking in front of their classmates

- Teacher guided work helped the students to create good quality | - Changing the place where the students had to present the interview to a different room where only the group and the teacher would be, radically changed the attitude of the students toward the activity since they were free to work on what they liked. | - To do these activities, it is better to highly structure the class by giving the students limited time to solve a part of the script, thus, the teacher will be sure that all students have advanced the same in the activity since some students did not work on the interview during the class.

- Before conforming the groups, it is better to explain what is going to be done during the classes since the students can start talking with the |

	interviews and to solve all the doubts the students had related to the activity.		group instead of paying attention to the instructions of the teacher.

Annex 8. Planning 4 Fieldnotes and Observations

FIELD NOTES AND OBSERVATIONS			
Date	October the 17th – October the 26th		
Planning: 4			
Topic / Aspects	Observation	Fieldnotes	Reflection
PBL – How can I say that?	- The missing students presented the oral production related to a class expression, the students, but the preparation was not good.	- The students say that it was difficult to prepare the activity because they did not have a guidance during the activity, the pronunciation and fluency was way lower than the previous expositions.	- The students laugh at their classmates sometimes; in further oral activities it is important to maintain the discipline with observations or punishments (a Quiz, a homework, or another presentation)

	- Some students did a good presentation but did not bring the phrase to explain it.	- The tone of voice of the students has increased. Due to the noise outside the classroom, they had to speak louder in order to communicate their ideas, the students now have gotten a better tone of voice and confidence at speaking.	since it can affect the student's attitude toward the activity or demotivate the next groups. - In further activities, it is important to tell the students that they can ask for help whenever they want, even during the break since some students did not ask because they did not know they could do it.
PBL – My ideal interview	- Some students liked the activity, they even brough some clothes to represent the	- Despite most of the students prepared roleplay they still have a lot of doubts at the moment of speaking, they forget	- In further oral activities it would be better to time the presentations since some groups took way more time than others,

	characters even better.	the pronunciation and stops thinking about how to pronounce it. However, if a student does not know how to pronounce a word she continues with the presentation.	thus, the teacher will be sure that all students will have the opportunity to present the activity in the same class.
	- The preparation of the activity was remarkable, most of the groups did a good presentation and showed a good management of the topic	- The students do not know how phonetics work but could improve their pronunciation by writing the above the words the way how to pronounce it.	- Is the students want to change their clothes for a presentation it is better to give them a space in the class to change their clothes, thus, the students will not waste time doing it when it is time for them to present the activity.

Annex 9. Pre-test Grades and Average.

https://drive.google.com/drive/folders/16BeMPOC9fkW4-

fPkv9_DgnMpnLp4tzHN?usp=sharing

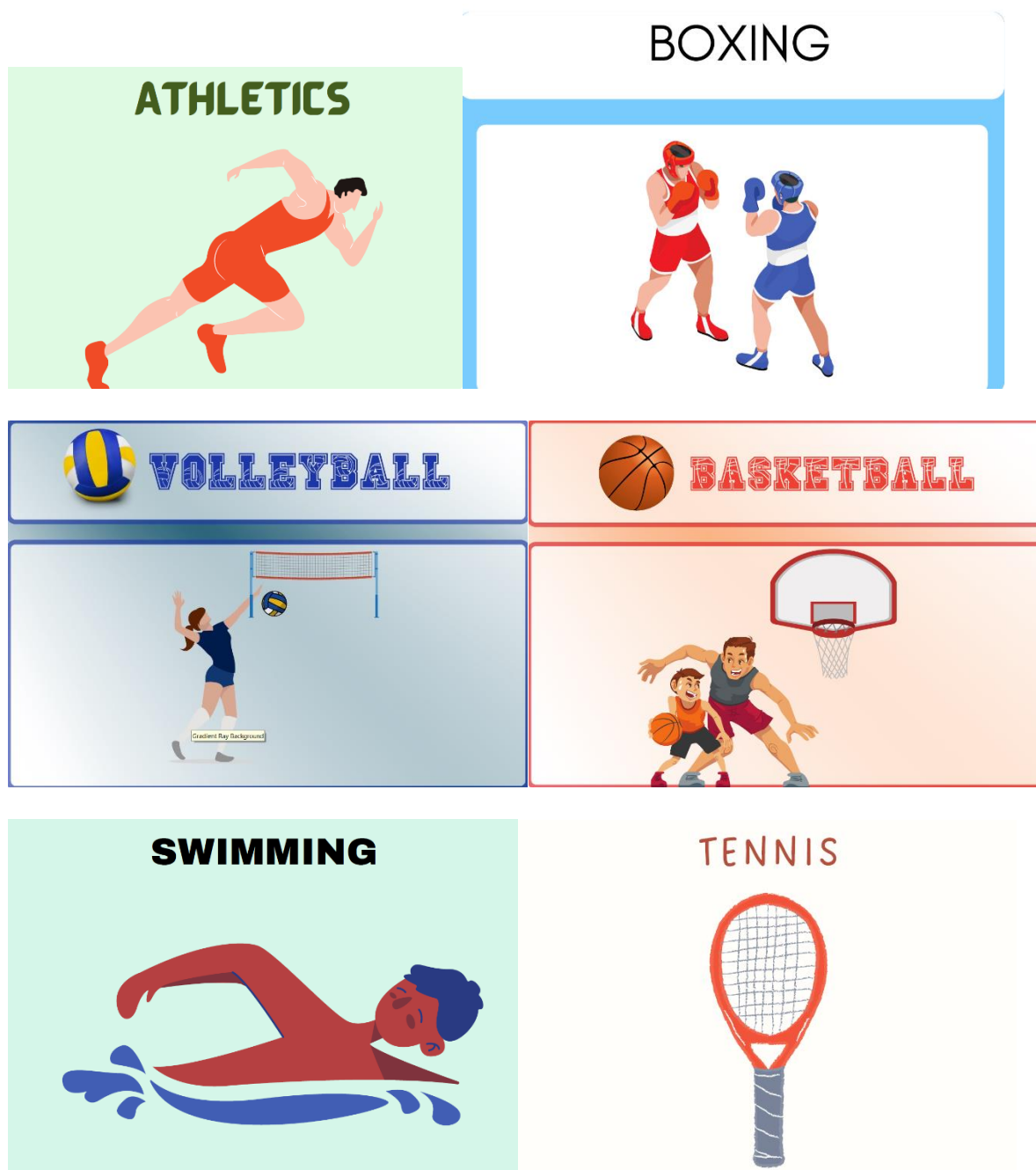**Annex 10. PBL 1 (How Can I Say that?) Grades and Average.**

https://docs.google.com/spreadsheets/d/10cbhF5yLZQRPcYQiiV_heYBBz3uYuP19/edit?usp=s

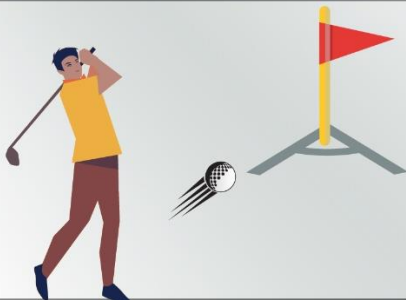haring&ouid=110143108710389745913&rtpof=true&sd=true

Annex 10. PBL 2 (Interview) Grades and Average.

https://docs.google.com/spreadsheets/d/1HU7Ek2WBgQQfBsrnXef218mugE8QAgHB/edit?usp

=sharing&ouid=110143108710389745913&rtpof=true&sd=true

Annex 11. Personal Pronouns Flashcards

I

You
(singular)

he

she

we

they
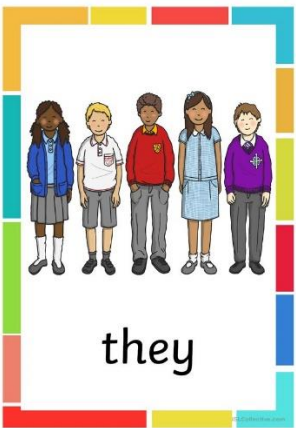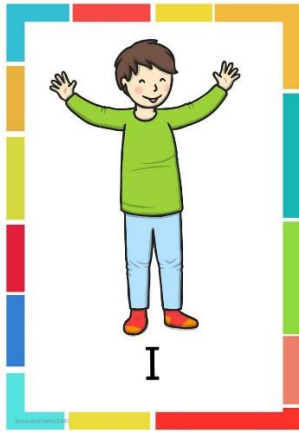
Annex 12. Sports Flashcards and Guessing the Sport Activity

ATHLETICS

BOXING

VOLLEYBALL

BASKETBALL

SWIMMING

TENNIS

Annex 13. Modal Verb Can Song

Annex 14. Numbers Slides

30 thirty

40 forty

50 fifty

60 sixty

70 seventy

80 eighty

90 ninety