

**Project-Based Learning to foster the development of English communicative skills in
Third grade of Escuela Normal Superior de Santa Teresita**

Sr. Milena Cecilia Vizcaino Martinez

Danna Yailin Karina Rodriguez Gonzalez

Program

Lic. En Lenguas Extranjeras Inglés

Mg. Nelly Johana Alvarez Idarraga

Lic. En Lenguas Extranjeras Inglés

Decanatura de División de Educación Abierta y a Distancia

Facultad de Educación

Universidad Santo Tomás

18/06/2025

Table of Contents

Contextualization	6
Research Statement	12
Research Question.....	15
Research Objectives	15
General Objective	15
Specific Objectives	15
Literature Review	17
Active methodologies:	18
Project-based learning (PBL)	19
Oral Skills	22
<i>Speaking:</i>	22
<i>Listening:</i>	22
Research Design.....	24
Approach, Method, and Scope.	24
Study Variables.....	25
<i>Independent Variable: Project-based learning</i>	25
<i>Dependent Variable: Oral Skills.</i>	25
Population and Sample.....	25
Data Collection Techniques, Procedures, and Instruments.	27
The Instruments Used for Data Collection	27
<i>Analysis of the Observation.</i>	28
<i>Analysis of the Test.</i>	28
<i>Academic Monitoring Rubric</i>	28
<i>Cycles of Action Research and Intervention through PBL</i>	29
<i>Academic Monitoring Rubric</i>	30
Data analysis	30
Quantitative Data Analysis.....	31
Qualitative Data Analysis	31
Methodological Triangulation Method:.....	33
Pedagogical Strategy:	34

Instructional Guide	37
Validation of the Instruments	40
Ethical Aspects of the Research	41
Analysis and Results	42
Initial Diagnostic Movers Sample Test	42
Identification of the Social Issue	47
Pedagogical strategy	48
Category of Analysis - Oral Interaction Skills	51
Category of Analysis -Use of English as a Second Language.....	54
Analysis Category - Active Participation:	55
The Final Diagnostic Test/Movers	56
Reliability and Validity	60
Conclusions	61
Recommendations	63
1. Design Projects That Connect with Students' Everyday Lives	63
2. Promote Collaborative Work and Effective Communication	63
3. Integrate Self-Assessment and Reflection into the Learning Process	64
References	65
Annexes:	72
Annex 2: Informed consent	73
Annex 3: Initial Diagnostic Test - Starters (Listening and Speaking).....	75
Pre Test:	75
Post Test: Final Diagnostic Test - Movers	85
Annex 4: Observation Guide:	93
Annex 5: Academic Monitoring Rubric	96
Annex 6: Instrument Application Guarantees	101
Annex 7: Guidelines for Monitoring The Development of Strategies -Project.....	105
Guide Week 1 - Class 1	105
Guide Week 1 - Class 2	107
Guide Week 2 - Class 1	109
Guide Week 2 - Class 2	113
Guide Week 3 - Class 1	116
Guide Week 3 - Class 2	119

<i>Guide Week 4 - Class 1</i>	123
<i>Guide Week 4 - Class 2</i>	126
<i>Guide Week 5 - Class 1</i>	129
<i>Guide Week 5 - Class 2</i>	131
<i>Guide Week 6 - Class 1</i>	134
<i>Guide Week 6 - Class 2</i>	137
Annex8: Self-evaluation format -co-evaluation and hetero-evaluation.	139
Annex 9: Photos of the Application of the Research Instruments and Evidence	140

List of Tables

Table 1: Frequency by Gender.	26
Table 2: Data collection - Techniques and instruments.....	27
Table 3: Analysis category - coding process.....	32
Table 4: Stages of the Project Based on Kilpatrick's Project Method (1918).....	36
Table 5: Significant elements during strategy design.....	50
Table 6: Academic monitoring rubric - 12 sessions.....	52
Table 7: Actions to achieve specific objectives.....	60

List of Figures

Figure 1: LEE statistical analysis report, Saber 11 microdata (ICFES).....	8
Figure 2: LEE statistical analysis report, Saber 11 microdata (ICFES)	9
Figure 3: Information triangulation process.....	33
Figure 4: Initial diagnostic test results Listening - Movers.....	44
Figure 5: Number of points per category. Listening-Movers.....	45
Figure 6: Initial Diagnostic Test Results - Speaking Movers	45
Figure 7: Number of points per category - Speaking Movers.....	46
Figure 8: Triangulation of information	49
Figure 9: Figure: Percentage of proficiency on the test - Listening.....	57
Figure 10: Percentage of proficiency on the exam - Speaking	58

Abstract

This research project explores the implementation of Project-Based Learning (PBL) as a pedagogical strategy to enhance the development of English communicative skills—specifically listening and speaking—in third-grade students at Escuela Normal Superior de Santa Teresita. The study was conducted with 31 students, whose initial diagnostic results on the Cambridge Movers test revealed significant difficulties in both oral production and listening comprehension. To address these challenges, a didactic proposal titled “My Community” was developed and implemented over 12 sessions, following the Type III project model of William Kilpatrick. The curriculum was designed using the PPP approach (Presentation, Practice, Production), allowing students to acquire vocabulary, interact in real communicative contexts, and produce meaningful language through the creation of a community map. The research employed a mixed-methods triangulation design, combining quantitative results from Cambridge tests and qualitative data from observation guides and academic rubrics. Findings showed substantial progress in students' oral interaction, vocabulary usage, and listening skills. Moreover, the PBL approach fostered motivation, autonomy, and collaborative learning. In conclusion, the PBL methodology proved to be an effective alternative to traditional grammar-focused instruction, supporting both language development and the holistic formation of students. The “My Community” project can serve as a replicable model for other educators seeking to integrate English language learning with meaningful, student-centered contexts.

Keywords: oral communicative skills, Project-Based Learning, English as a second language, oral interaction, listening comprehension, primary education

Contextualization

Bilingualism in Colombia is a reality that is enhanced every day by the demands of today's world in communication and interaction with people from other parts of the world. Learning a second language has become an indispensable requirement for the workplace (Alzate Bermúdez & Galarza Castro, 2022). Therefore, in Colombia, the shortage of different bilingual professionals represents a significant challenge that is faced every day. This problem is largely due to the low level of linguistic immersion available in the country, in addition to the low results obtained in higher education. This issue is largely linked to limited exposure to immersive language environments and the generally low performance levels in higher education. According to a recent report by ManpowerGroup (2024), 66% of employers in Colombia report difficulties in finding qualified talent, highlighting a significant gap between professional training and labor market demands

Alzate Bermúdez & Galarza Castro (2022) indicate that one of the biggest drawbacks when learning a second language lies in the attitude one has towards it, and in Colombia, the thought of speaking a language other than Spanish generates a certain rejection for different reasons, among them the lack of an adequate environment that promotes the constant practice of the English language, as well as a lack of adequate teaching and learning resources. Their study highlights how these structural and perceptual barriers contribute to the limited success of English language acquisition across different educational settings in the country.

As a result, many students at the end of their secondary education unfortunately end up with limited English language skills, which in the long term affects their competitiveness in the labor market. It is therefore important to implement strategies capable of transforming this reality, as well as making investments to improve the quality of English language teaching in Colombia in order to ensure that future professionals have the necessary skills to perform adequately.

Given this situation, one of the objectives set by the Ministry of Education (MEN) in Colombia is to strengthen bilingualism in the country; this is why the national government with the national bilingualism strategy ¡COLOMBIA Very Well! (2015-2025) seeks to improve the quality of education, as it focuses on students using English as a tool to communicate with the world and improve their job opportunities.

The government is fundamentally committed to creating the conditions for developing students' communicative competence in a second language. To this end, the Ministry formulated the "National Bilingualism Programme (BPN)" which aims to raise the standards of foreign language teaching throughout the education system. In its first stage, students should acquire a basic command of English, and demonstrate comprehension in order to be able to elaborate oral speeches and use English in conversations with other people.

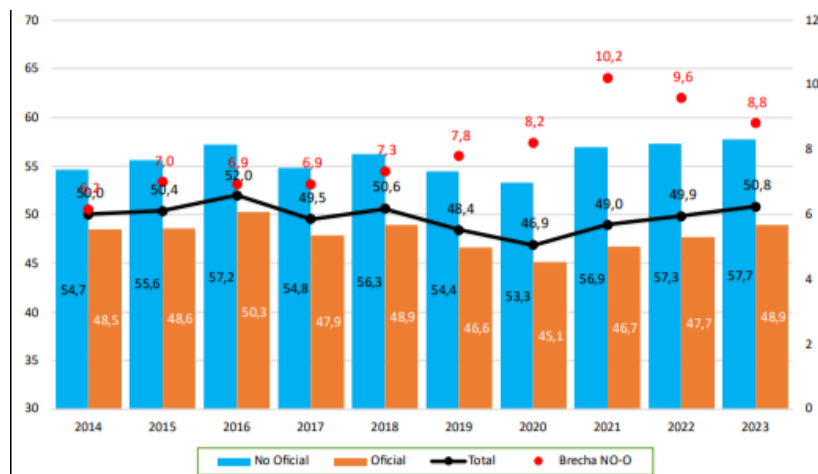
However, this objective is currently not being achieved. A good measure of the effectiveness of the state program "National Bilingualism Programme (BPN)" is the levels of English with which high school graduates from official institutions graduate, where the difference in average score between students in Calendar A (where most of the schools are private) and students in Calendar B (where the majority are public schools) is between 12 and 17 points, meaning that students belonging to Calendar A had an A1 level, while those in Calendar B had a B1 level.

In Colombia, the ICFES Saber 11 tests have historically been a practical tool for measuring and monitoring the quality of regular education in the country, traditionally approximated through the performance or achievement obtained in the tests. This is because these tests are standardized, which allows comparisons and analysis of the percentages obtained and possible variables.

According to the "Economics of Education Laboratory (LEE)" Statistical Analysis Report (2024) as has been the case over the years, the performance of students from private schools remains higher than their counterparts from public schools, in Figure 1: (blue column for unofficial results and orange column for official results), as well as the aggregate score for calendar A (black line) and the sector gap (red dots); the latter understood as the difference between the average score obtained by students from private and public schools, the results obtained in recent years can be validated

Figure 1

LEE statistical analysis report, Saber 11 microdata (ICFES).



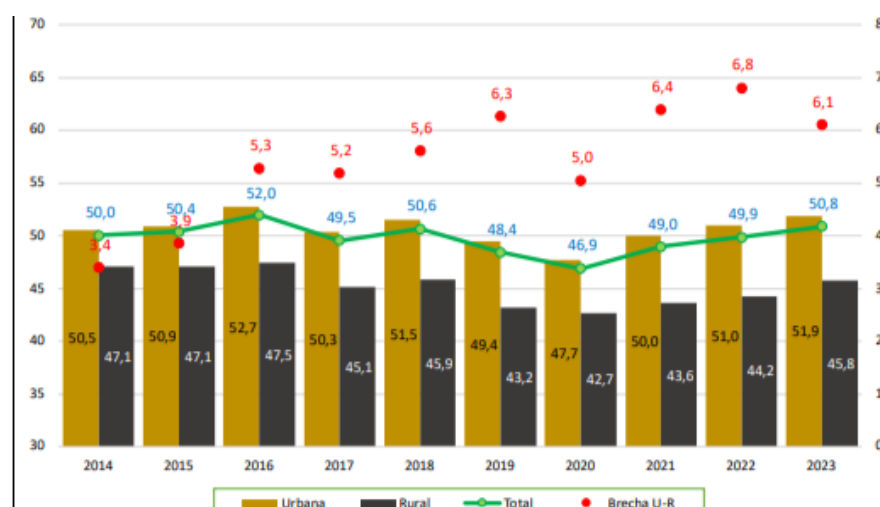
Note: The figure shows the LEE Statistical Analysis Report, Saber 11 ICFES microdata (2022).

In this graph it can be seen that it is in the area of English where the greatest deficiencies are found. This large gap represented in the Saber Pro test scores gives an indication of the points that need to be reinforced in order to achieve a better level of English proficiency. According to Alejandro López (2022), in general, it has been difficult to make progress in terms of bilingualism in Colombia. Despite the existence of government programmes to achieve the expected levels, since 2011 the country has not been able to reach an average standard in English.

In addition, according to the LEE Statistical Analysis Report (2024) to this, a second relevant factor that has prevented an improvement in the level of English of the students is found, this is the sector of residence, which generates a gap between students located in the urban area and students in rural areas, in Figure 2 in which the orange column shows the average score of students from schools located in urban areas, the gray column indicates the average score of students from schools located in rural areas, the green line shows the total average score and the area gaps for each year are presented in red dots.

Figure 2

LEE statistical analysis report, Saber 11 microdata (ICFES).



Note: The figure shows the LEE Statistical Analysis Report, Saber 11 ICFES microdata (2022).

As can be seen in the graph, there is a marked difference in the quality of bilingual education between urban and rural areas; students belonging to schools located in urban areas of the country have obtained higher average scores over the decade, while students belonging to schools located in rural areas have obtained lower average scores.

Many institutions, especially those located in rural areas and in Calendar A (mostly public schools), are often at a disadvantage because they lack the necessary resources to offer quality bilingual education. This includes, on the one hand, sub-standard infrastructure, on the other hand, inadequate teaching materials and lack of access to technology.

Since 2021, the Colombian Ministry of Education, in collaboration with the British Council, has promoted a sustainable transformation in English teaching and learning by forming a strategic alliance with various educational institutions. This partnership includes 15 Normal Superior Schools, 3 private schools, 12 Certified Education Secretariats, as well as organizations and education leaders, with the goal of implementing Bilingual Education Models nationwide. As part of this effort, the Escuela Normal Superior prioritizes the integration of bilingual models through project-based learning, allowing students to explore

other subjects such as science, arts, and technology using English as a means of interaction (Ministry of Education, 2021).

The present research project is intended to be implemented in a specialized primary school where a low level of English proficiency has been identified among the students, particularly in the areas of oral comprehension and production. Initial diagnostic assessments revealed that many learners struggle to understand basic spoken English and have limited ability to express themselves using simple vocabulary and sentence structures. For instance, during classroom activities such as role-plays or listening exercises, students frequently require repeated instructions in Spanish and display a strong reliance on their native language to communicate. This situation highlights a significant gap in the development of oral competencies, which are essential for effective communication. Therefore, this research seeks to design and apply targeted strategies that foster a more interactive and immersive language learning environment, with the goal of improving students' listening and speaking skills in English at an early age.

Because of this, the interest of this research arises in the search to raise the standards of teaching and learning as well as to strengthen language skills through the integration of project-based learning in the curriculum, aims to provide students with the necessary tools to strengthen their skills and reinforce their learning in the knowledge of a second language such as English, and thus respond to the challenge posed by the Ministry of National Education and its English programme, especially for the Higher Teacher Training Colleges.

The place where the research is carried out is located on the northern coast of Colombia, in the department of Atlántico. The municipality is called Sabanalarga, and it is one of the first municipalities of this department that has promoted great advances in the field. (Villalón Donoso & Vega Lugo, 2014) It is also a municipality that offers spaces for agriculture and cattle raising. The warm climate and the commitment of all its inhabitants favor the development of projects aimed at training and education, contributing to the welfare of the country.

The Escuela Normal Superior de Santa Teresita was founded on July 16, 1945, and since that time provided a comprehensive Catholic education focused on the Word of God,

with ecumenical criteria from the missionary spirituality of St. Teresa, seeks to train teachers, able to respond to social contexts, training in values contributes to leadership, providing a higher academic level, with professional competence for their pedagogical, technological, bilingualism, research, early childhood, and occupational health, is considered an appropriate place to exercise a learning project from the practice of own strategies and generated in this same institution (PEI, 2018).

Third-grade students, aged between 7 and 8 years, at the Santa Teresita Higher Normal School in Sabanalarga during the school year 2025 are distinguished by their contagious energy and enthusiasm for learning. The students have formed strong ties of friendship, promoting a collaborative and mutually supportive environment, showing a varied interest in academic subjects, and highlighting especially curiosity for the natural sciences and creative activities in language and literature. Active participation in classes and extracurricular activities has been a constant, demonstrating the students' commitment to their education (Blanco Olmos, 2024).

Currently, the group is heterogeneous, composed of 18 girls and 13 boys. These third-grade students are at an A1 English level, according to national standards for urban populations (ICFES, 2022). During classroom observations and initial diagnostic activities, it became evident that only about 40% of the students participated actively and fluently in oral training sessions, demonstrating correct pronunciation, vocabulary use, and intonation. In contrast, the remaining 60% of the group showed a clear lack of interest in oral activities.

This was reflected in their reluctance to engage in speaking tasks, minimal verbal participation, and frequent use of Spanish during English-speaking moments. As a result, their oral fluency remains underdeveloped. To address this, the project introduced dynamic and age-appropriate oral activities such as role-plays, storytelling with visual aids, and interactive games like “Simon Says” and vocabulary-based bingo designed to encourage student engagement and promote the natural use of English in communicative contexts. These activities aimed to create a low-anxiety environment and stimulate participation from less confident students.

Research Statement

Third-grade students at the Escuela Normal Superior de Santa Teresa face significant challenges in developing oral comprehension and production skills in English, mainly due to limited regular exposure to the language, which prevents them from acquiring sufficient communicative competence in a second language (Long, 2017). Given this context, implementing Project-Based Learning (PBL) is proposed as an effective pedagogical strategy to enhance listening and speaking skills through meaningful, real-world tasks. Although PBL is widely recognized for fostering active and contextualized learning, its use at the primary education level in Colombia remains limited.

According to Correa Trujillo et al. (2020), while PBL has gained traction globally and is commonly applied in higher education, its implementation in Colombian primary schools is still emergent and scarce. Despite these challenges, research highlights the potential of PBL to improve transversal competencies such as autonomy and critical thinking (Puente Pacheco, 2019), which are essential for effective language learning. Therefore, applying PBL at the Escuela Normal Superior de Santa Teresa not only aims to improve oral communicative skills but also to contribute to the broader development of key learner competencies through an engaging and assessable approach.

Successful implementation of projects can also create a more dynamic and motivating school environment for all members of the educational community. Integrating it into the development of transversal and specific competencies in children (Galeana, 2006). For this research, the following line is chosen: The Study of English as a Second Language and its Contexts, its design is Action Research.

According to Griffiee (2012), “is a research method that aims to simultaneously investigate and solve a problem” (p 118). In other words, as the name implies, action research investigates and acts simultaneously. The professor Mit Kurt Lewin, first coined the term in 1944. The type of action research is participatory action research, in which participants are effective co-researchers, and their lived experiences are considered formative to the research process. This project inevitably contributes to and benefits the teacher, in this institution

where it is applied, as well as the Bachelor's degree program in English, as it shows a different perspective of how English is experienced in a Higher Teacher Training School.

Recent evaluations revealed significant gaps in students' oral comprehension and production skills. For instance, the average score on listening comprehension tests was 45%, well below the 75% benchmark considered adequate. Similarly, in oral production tasks such as presentations and debates, 70% of students exhibited notable difficulties in fluency and grammatical accuracy. Concrete Examples: In a recent conversational skills assessment, students struggled with specific vocabulary and basic grammatical structures, resulting in incoherent responses and ineffective communication. This gap directly impacts their ability to engage in academic and everyday discussions.

During the qualitative observations, teachers noted that many students frequently needed instructions to be repeated or reformulated in simpler terms to grasp complex oral directions. This pattern indicated a clear deficiency in their oral comprehension skills. These observations were conducted during regular classroom sessions over several weeks, allowing teachers to identify consistent challenges in students' ability to follow spoken English tasks. Additionally, it was evident that a significant number of students showed reluctance or insecurity when asked to participate in oral activities, highlighting the need for targeted support to improve their confidence and communicative competence.

Therefore, it is considered urgent that they be particularly reinforced, focus on effective communication. Recent trends in language education emphasize the development of comprehensive communication skills. Modern pedagogical approaches highlight the necessity for effective oral communication in an increasingly globalized world, where interacting across diverse cultural contexts is vital. New Methodologies: Current teaching methodologies, such as task-based learning and student-centered approaches, stress the importance of dynamic and participatory classroom practices to enhance oral production and comprehension.

This research offers many possibilities to develop based on highlighting the Curricular Changes and Community Needs. With the recent introduction of a new curriculum that emphasizes advanced communicative skills, it is crucial to address existing gaps to meet new

standards and expectations. The school community has seen increased cultural and linguistic diversity, making it even more essential for students to communicate effectively in various contexts and with diverse interlocutors.

Oral communication skills are not only vital for academic success but also for future career opportunities. Deficiencies in these skills can limit students' prospects for advancement in both their education and professional lives. Integrating specific data and qualitative observations, along with a clear explanation of current trends and urgent needs, strengthens the justification for addressing the problem and highlights the critical need for implementing the project at this time.

Project-Based Learning (PBL) is an innovative teaching method where students learn by tackling real or simulated problems, and research shows that it's great for developing communication skills. According to Bell (2010), PBL encourages students to work together, share their ideas, and solve problems, which helps them improve their speaking and writing abilities. This fits well with Vygotsky's (1978) sociocultural theory, which highlights the importance of social interaction in learning. By immersing students in practical, real-world tasks, PBL creates opportunities for them to practice language in meaningful ways, enhancing their overall communication skills.

Learning a second language can be especially effective with PBL because it focuses on active, context-rich experiences. Krashen's (1982) theory of Comprehensible Input suggests that language learners benefit most from exposure to language that is understandable yet slightly challenging. PBL provides this kind of input by engaging students in tasks that require them to use the language in realistic situations. Long's (1983) Interaction Hypothesis supports this, arguing that social interactions help students negotiate meaning and correct mistakes, which is crucial for language learning. These theories underscore how PBL helps students develop their communication skills through immersive, real-life language use.

The use of participatory action research is appropriate for this project because it aligns naturally with educational environments. According to Kemmis and McTaggart (2000), this methodology encourages collaboration between researchers and participants to identify challenges, implement potential solutions, and reflect on the outcomes. In the context of education, this cooperative process is particularly effective, as it actively involves students in the research, leading to more meaningful and applicable results. Engaging students in this

way can increase their motivation and enrich their learning experience. Additionally, participatory action research complements project-based learning (PBL) by enabling continuous improvement based on student feedback.

Participatory action research pairs well with PBL because both emphasize collaboration and adaptability. Stringer (2014) notes that this approach supports continuous reflection and adjustment based on participants' feedback. In a PBL context, this means that tasks and problems can be adapted in response to students' needs and experiences, making learning more effective. The ability to make real-time changes based on active student involvement makes participatory action research a strong choice for refining and enhancing PBL in various educational settings.

Research Question

For the development of this research, the following research question was taken as a starting point:

How Does Project-Based Learning contribute to the development of oral skills in the Third grade of The School Normal Superior Santa Teresita?

Research Objectives

General Objective

To examine how Project-Based Learning fosters the development of oral communicative skills (listening and speaking) in third-grade students at Escuela Normal Superior de Santa Teresita.

Specific Objectives

- To assess the initial level of speaking and listening skills in third-grade students for establishing a baseline for the implementation of the PBL strategy.
- To design a Project-Based Learning strategy focused on enhancing listening and speaking skills in third-grade students.

- To implement the Project-Based Learning strategy in English lessons with third-grade students at Normal Superior Santa Teresita.
- To evaluate the development of listening and speaking skills in third-grade students after the implementation of the PBL strategy at Normal Superior Santa Teresita.

This study addresses the difficulties third-grade students face in developing their listening and speaking abilities when using English as a second language. Its main objective is to explore how project-based learning (PBL) can support the improvement of oral communication skills among learners at the Escuela Normal Superior. PBL is understood as a pedagogical approach that involves planning and implementing tasks centered around solving questions or real-world problems (Bakar et al., 2019).

Through a process of research by the students who work relatively autonomously and with a high level of involvement and cooperation, culminating in a final product presented to others. This project can be developed because the methodology of the educational institution seeks precisely the development of classes from a problem approach, for which it is necessary to start the process with a problem question, which orients the topic to be developed and generates interest, observation, exploration, to discover and build their knowledge according to the times established in the lesson plan within the approaches related to the area of work in English (PEI, 2018).

Therefore, the proposal follows each of the steps, and the methodological design facilitates the capacity for greater appropriation when working with third-grade children, dynamizing their English classes, and enhancing their oral expression skills, through creative, planned, and evaluated work, where the students are the protagonists and builders of knowledge. Therefore, it is not a question of placing a new methodology in the school, but of enriching its research and pedagogical level. (Macalister & Nation, 2019).

Hence, is why this research is very useful since it provides relevant information that can be replicated and thus collaborate with different teachers who need to contribute to their own research, focusing on the use of project-based learning for the development of oral skills focused on the English foreign language of third-grade primary school students.

Project-based learning offers elementary school children an exciting and hands-on way to learn, allowing them to investigate and solve real problems while working in teams. This approach fosters creativity and critical thinking, improves their skills in collaboration and communication, and gives them a sense of achievement by seeing the tangible results of their work. Additionally, by engaging in projects that interest them, students become more motivated and committed to their education.

For teachers, project-based learning enriches the educational experience by allowing them to act as guides and facilitators rather than mere transmitters of information. This approach encourages more interaction with students, provides a more dynamic and authentic assessment of progress and skills, and offers the opportunity to tailor teaching to individual needs and interests. Moreover, the success of projects can be highly rewarding and motivating, enhancing professional satisfaction and commitment to the educational process.

Project-based learning can benefit schools by promoting a more collaborative and innovative educational environment, which can improve the institution's reputation and attract students and families interested in modern educational approaches. This method encourages the integration of various knowledge areas, facilitating the creation of a more cohesive and relevant curriculum. Additionally, by involving the community and parents in projects, it strengthens the connection between the school and its surroundings, potentially resulting in increased support and resources for the institution.

Literature Review

Learning a language requires the integration of several key elements, such as methods, approaches, strategies, and activities. In this context, the research focuses on the implementation of Project-Based Learning (PBL) to foster the development of communicative skills among third-grade students at the Higher Teacher Training School. The main objective of the project is to identify and apply a suitable teaching method, supported by a structured didactic sequence, to improve students' oral skills in English. In line with this goal, Holden and Nobre (2021) provide valuable insights for English teachers, offering methodological guidance and practical strategies to support effective language instruction.

A recent study also from Canesse and Spezzini (2023) highlights the importance of developing relationships with language learners, recognizing that pupils prefer different learning approaches, their goals for language learning, and personal interests. To connect with such general motives, teachers should focus on various types of information and design activities and courses that generate that type of information. Assertive and effective motivation is essential for engaging kids in their learning.

These current studies are the outcome of past research that, via theory and practice, strive to aid in the growth of foreign language instruction in English by identifying its context, techniques, approaches, and needs. In the case of Holden et al. and Canesse et al (2023), their recommendations indicate acceptable approaches to guide in the event of foreign language communication aspects. As a result of the various variables, it would be beneficial to learn more about meaningful and collaborative learning in relation to various conditions and characteristics of emotional communication, and to implement it at the school Normal Superior Santa Teresita, with different strategies that motivate children to enhance their skills.

Active methodologies:

Active methodologies, such as project-based learning (PBL), are key tools for promoting English learning by enhancing students' communicative attitudes. According to March (2006), each methodology provides opportunities and conditions that facilitate the learning process, adapting to different contexts. These methodologies encourage autonomy and creativity, driving a quest for knowledge based on curiosity and collaborative work, leading to meaningful learning (López & Acuña, 2011).

Project-Based Learning (PBL) is closely connected to collaborative and inquiry-based educational approaches, as it positions students as active participants in their own learning process. Through engagement in authentic projects, learners have the opportunity to apply their knowledge and skills in meaningful, real-world contexts that encourage both investigation and teamwork. This methodology fosters the development of key competencies for future academic and personal success, while also emphasizing the learner's central role in shaping their educational experience.

At the international level, various studies have explored PBL in teaching English as a second language. For instance, at César Vallejo University, Meléndez (2020) conducted

research on communicative skills among I.E. 80048 students in Moche, Perú, identified significant challenges in receptive skills such as listening and reading. These students face difficulties due to limited exposure to English outside the classroom and a lack of daily practice, affecting their ability to follow instructions and understand the language.

In response to these challenges, educators are adopting various strategies that incorporate multimedia tools and carefully planned activities to create an interactive and stimulating learning environment. These approaches are designed to enhance students' communication abilities in English while promoting a positive and encouraging atmosphere that cultivates their interest in the language.

Active methodologies are pedagogical approaches that place students at the center of the learning process, promoting active participation, reflection, and collaboration. These methodologies include strategies such as Project-Based Learning (PBL), Problem-Based Learning, flipped classrooms, and cooperative learning. According to Feijoó Rojas, González Quinto, and Contreras Moscol (2023), active methodologies encourage dynamic and meaningful learning by empowering students to become protagonists in their own educational journey. In the context of teaching English as a foreign language (EFL), these approaches create opportunities for students to use the language in authentic situations, thereby increasing motivation and improving language acquisition.

Project-Based Learning (PBL) is an active methodology that engages students in meaningful projects requiring the practical use of the language in real-world contexts. In a recent study, Imbaquingo and Cárdenas (2023) found that implementing PBL in EFL classrooms significantly improves students' reading and comprehension skills by involving them in projects aligned with their social and educational environments. Additionally, PBL fosters the development of key competencies such as critical thinking, problem-solving, and teamwork. Therefore, PBL stands out as an effective strategy for enhancing communicative abilities in English among primary school students.

Project-based learning (PBL)

Project-based learning (PBL) emphasizes student engagement in addressing challenging problems or questions, promoting exploration, knowledge construction, and

creative project development through teamwork. The teacher acts as a facilitator, guiding students through their investigations (Kitsantas & English, 2013). This approach is interdisciplinary and supports constructivist principles, allowing students to design and assess real-world projects, enhancing cognitive, linguistic, and analytical skills (López, 2018).

Constructivism underpins PBL, stressing that understanding is built through hands-on experiences and social interactions. Key theorists like Piaget, Vygotsky, and Bruner have shaped its framework (Olmedo & Farregons, 2017). PBL addresses 21st-century socioeconomic needs, often overlapping with similar pedagogical methods like Design-Based and Challenge-Based Learning.

PBL serves as a dynamic method to ensure meaningful language acquisition and competency development through multicultural interactions. It initiates learning with specific questions, fostering active engagement and collaboration (Sumami, 2015). Benefits include enhanced critical thinking, creativity, and soft skills through group work. For instance, projects on sustainability or community history significantly improve student motivation and interpersonal skills.

This methodology emphasizes authenticity, equipping students with essential competencies to address real-world issues (Zambrano Briones et al., 2022). PBL is particularly effective in teaching English and promoting communicative competencies through meaningful classroom experiences. Research shows PBL's efficacy in enhancing educational quality by fostering a rich, interactive learning environment (Botella & Ramos, 2019).

Project-Based Learning (PBL) promotes meaningful student participation by involving them in real-life challenges, such as devising strategies to minimize plastic consumption within their communities. This experiential approach not only supports a stronger grasp of academic content but also cultivates vital soft skills, including teamwork, effective communication, and conflict management. Research has shown that students participating in group-based projects exhibit notable growth in interpersonal abilities compared to peers in more traditional classroom environments. Furthermore, PBL increases learners' motivation by allowing them to explore subjects that are meaningful to them, which strengthens their involvement and commitment to the learning process (Miranda, 2018).

The strategy of PBL emphasizes authenticity and interdisciplinary collaboration, promoting critical and creative thinking as students analyze complex issues and devise innovative solutions. In the context of English language teaching, PBL helps students consolidate their knowledge and prepares them to interact effectively within their contexts, thereby enhancing communicative competencies (Hammer et al., 2015). Research underscores PBL as a viable alternative for language acquisition, offering meaningful experiences that foster knowledge construction and multicultural interactions (Espinosa Rendón & Londoño Ladino, 2017). Overall, PBL is positioned as a central pedagogical approach, moving beyond traditional methodologies to actively involve students in their learning processes (Zambrano Briones et al., 2022).

Abedrabbo (2021), in his study conducted in Ecuador entitled *Project-Based Learning to Develop the Speaking Skill in EFL Students of Intermediate Level at Technical Air Force School*, provides concrete evidence on the benefits of project-based learning (PBL) to strengthen speaking in students of English as a second language. The results showed that the experimental group, which worked with PBL, performed better than the control group that followed traditional methods. This suggests that the use of PBL not only increases student participation and motivation, but also makes the learning process more meaningful by focusing on real problems. These findings are consistent with previous studies that highlight the role of PBL in the development of soft skills through collaboration and active participation.

While the study acknowledges challenges such as anxiety and limited interaction affecting both speaking and writing skills, it emphasizes the crucial role of teachers in facilitating these competencies through structured activities and personalized guidance. Moreover, integrating technology and focusing on reading as a precursor to writing emerge as important factors in the learning process. Overall, Abedrabbo's findings provide a solid foundation for future research and underscore PBL's effectiveness as a dynamic educational approach in language acquisition (Botella & Ramos, 2019).

Learning languages, particularly English as a second language, is crucial for students' communicative and cultural development. Jenny Arana (2021) emphasizes the importance of preserving the mother tongue while integrating additional languages, fostering broader cultural exchange. Learning English is not merely a luxury but an unavoidable necessity due

to its global significance. Project-based learning (PBL) proves essential for addressing the limitations of traditional teaching methods still used by many educators.

Oral Skills

Speaking:

Developing oral skills in English is essential for effective communication in a globalized world. Oral skills encompass not only the ability to speak fluently but also the capacity to listen actively, interpret meaning, and engage in dialogues that reflect cultural nuances. These skills are fundamental for students as they navigate diverse social and professional contexts, where clear and confident verbal expression is key. Emphasizing oral skills in language education helps students become more adaptable and proficient communicators, better preparing them for real-world interactions.

Developing oral skills in English is essential for effective communication in today's globalized society. These skills encompass not only fluency in speaking but also the ability to listen actively, interpret meaning, and engage in culturally appropriate dialogues. According to Richards (2015), oral communication is a core component of communicative competence, which is crucial for successful interaction in both academic and professional settings.

Emphasizing oral skills in language education enables learners to become more adaptable, confident, and effective communicators. Furthermore, as Alsubaie and Ashuraidah (2022) highlight, the integration of communicative approaches and interactive tasks in EFL classrooms significantly enhances learners' speaking performance and engagement. Prioritizing oral skills prepares students for real-world interactions and ensures that they are equipped to participate meaningfully in diverse social and professional contexts.

Listening:

From a theoretical perspective, Goh and Burns (2012) highlight the need to teach both content and speaking skills to prepare students for the complexities of the modern world. This project investigated various PBL strategies in English language teaching, focusing on improving students' communicative skills. It prioritized receptive skills, such as oral comprehension and reading, as well as productive skills like oral and written expression, aiming to engage learners more effectively in their language acquisition process.

Hernández H. et al. (2023) conducted a study titled *Design of a Bilingual Learning Environment Framed in a Pedagogical Project and the 4 C's of 21st Century Skills as a Teaching Strategy Aimed at Improving Second Language Learning Processes*, which examines innovative approaches for English language instruction. The research focuses on the practices of two primary school teachers at a private institution in Norte de Santander, Colombia, highlighting how pedagogical projects and 21st-century skills can enhance second language acquisition.

It integrates a bilingual learning environment with the 4 C's: Critical thinking, Communication, Collaboration, and Creativity into a pedagogical framework designed to enhance students' language acquisition. By aligning these skills with the curriculum, the research offers insights into how a structured, skills-focused approach can support linguistic and holistic development, providing practical strategies for educators aiming to improve second language instruction.

Recent research by Diaz Navarro (2024) proposes a pedagogical strategy based on Project-Based Learning (PBL) to enhance meaningful English learning among fifth-grade students at Colegio Moderno del Norte in Cartagena de Indias. The study identifies that, despite students' interest in learning English, they exhibit deficiencies and low motivation towards the subject. The proposal aims to implement playful and practical activities that connect English learning with authentic situations, thereby promoting the integral development of linguistic, cognitive, and socio-emotional skills.

Additionally, the importance of research on gamification and game-based learning is highlighted, such as that conducted by Gonzalez and León (2022) in Barranquilla. Although these methodologies differ, they share the goal of increasing student motivation and engagement in learning English. By incorporating playful elements into PBL, the aim is to create a more dynamic and comfortable environment for students to practice their communicative skills, which is essential for their proficiency in the language.

Ultimately, both studies emphasize the need to implement strategies that make English learning more meaningful and motivating, which is crucial for improving students' oral skills. By designing projects that involve real and engaging communicative tasks, the goal is to enhance students' disposition towards learning English and foster their confidence in oral communication in the language.

Research Design

Approach, Method, and Scope.

The mixed research approach is used in this study, since according to Tashakkori and Teddlie (2003), in general terms, mixed-methods design is a research design that involves both quantitative and qualitative data, either in one particular study or in several studies. A relatively recent paradigm in research, dating back only the last two decades, mixed research involves combining both quantitative and qualitative approaches in the same study and has not been discussed until recently (Hernandez Sampieri et al, 2006) In general, qualitative methodologies will be used to generate theory, and quantitative methods to test it.

The project uses an inductive method to implement the facts that affect students' oral or communication skills, thus building a broad knowledge base and integrating a project based on projects aimed at empowering not only an institution but a whole society. Additionally, it is noted that the inductive method brings to this work a link in the research by which it goes from the experience to the abstract idea, the abstract idea is the theory or concepts, while the experience is the thoughts, experiences, perceptions, and opinion of the subject, in the inductive method must know the inferences to conclude (Urzula, 2020, 34).

Responding to the mixed approach, it was found that the design most likely to yield effective results, due to its methodology and perspective, is Action Research. This methodology not only aims to understand educational problems but also emphasizes active intervention to improve practice. According to Bradbury et al. (2019), action research centers on practical inquiry aimed at improving specific situations such as classrooms or entire school systems—by addressing ongoing developmental needs. Through this design, researchers can clearly define the objectives and expected outcomes of their study.

Action research allows us to work directly with the students of the Escuela Normal Superior de Santa Teresa to implement PBL and observe the changes in communicative competences. This design facilitates a direct intervention in the real context, which is fundamental to understanding and improving the learning process of the students.

This research adopts a correlational scope, as it seeks to examine the relationship or level of association between variables within a defined context, which, according to Ramos

Galarza (2020), enables a deeper understanding of how concepts or categories are connected. This approach is appropriate for explaining the link between project-based learning and the development of oral communication skills.

Study Variables.

Independent Variable: Project-based learning

Project Based Learning (PBL) is an active didactic strategy that fosters the development of competencies aligned with the graduate profiles and the objectives of current education; it is a teaching methodology that involves students in the learning process through problem solving and the completion of meaningful tasks or projects, which allow the practical application of the acquired knowledge. In this context, PBL is implemented to improve English comprehension and oral reception skills (Valle Castro, 2022).

Project-based learning is implemented through activities designed for students to work in groups, investigate topics related to English culture and language, and present their findings and results orally, promoting interaction and language practice.

Dependent Variable: Oral Skills.

In this study, Oral Communicative Competence is defined as the ability to elicit, infer, and interpret information in English by strategically using paraverbal resources (Bakar et al., 2019). This competence includes specific listening and speaking skills that enable students to express ideas and understand messages in context.

To obtain a complete picture of student learning, oral skills will be assessed in the final presentations of their projects. This assessment will measure how oral skills are manifested through the content and expression of the project, fostering dynamic and participatory learning.

Population and Sample.

The type of research in this work that has been used as a support is participatory action because the object is to transform the collective learning of reality in the Santa Teresita Normal Superior educational institution, based on a critical analysis with the active participation of the third-grade group “A”, which is being oriented and empowered towards

transformative practice and social change. The population is made up of the third-grade group (A), the sample is not representative, the results are the group's own, and it is a group made up of 31 students.

For this research, although the sample selected is not representative of the total population, it is important to remember that this limitation could affect the results. By focusing only on the third-grade “A” group, the findings will focus on reflecting specific characteristics of this group, which may not apply to other grades or contexts. This means that although the results may offer valuable insights about learning and oral proficiency in this group, they should not be extrapolated without taking into account differences that may exist in other educational settings.

The third-grade group “A” was specifically chosen because its dynamics and characteristics are fundamental for the objective of this research, which seeks to transform collective learning at the Escuela Normal Superior Santa Teresita. This group presents a mixture of genders and ages that allows a diverse and enriching analysis of the educational experiences. The choice of this group allows one to delve deeper into its particularities, which allows one to obtain a better understanding of how the students develop and perceive the learning processes.

Table 1

Frequency by Gender.

Sample	Frequency	Percentage	Percentage valid
Male	13	41.9	41.9
Female	18	58.1	58.1
Total	31	100.0	100.0

Source: Own elaboration.

Data Collection Techniques, Procedures, and Instruments.

The collection mechanisms are observation guides, diagnostic tests and workshops.

Data Collection Techniques:

Table 2

Data collection - Techniques and instruments

Specific objectives	Technique	Instrument
To assess the speaking and listening skills of third-grade elementary school students at HTTS.	Movers Mosk Test	Test.
To design a project-based English curriculum for third-grade students, with an emphasis on developing oral and listening expression skills.		Bibliographic review form.
To implement the project-based English curriculum with the third-grade primary school students at HTTS.	Participatory observation	Observation guide
To evaluate the learning process of listening and speaking skills in third-year primary school pupils at HTTS.	Movers Mosk Test	Test.

Source: Own elaboration.

The Instruments Used for Data Collection

The data collection instruments used in this research are the observation guide, academic monitoring rubric and diagnostic tests. The sample selected for the application of these instruments is composed of third-grade students, between 7 and 8 years old, from the

“Escuela Normal Superior Santa Teresita de Sabanalarga”. The third-grade group (A) was selected because, in the basic standards of foreign language competencies, it is expected to develop a basic level of English (A1), which establishes the basis for future mastery of the language.

Analysis of the Observation.

The first instrument used in this study is observation. According to Campos (2012), observation is one of the most systematic and logical methods for visually and verifiably recording the phenomena one wishes to understand. Based on Campos' definition, an observation guide adapted to the research context was designed, which can be found in Annex 4. This guide was applied to organize and plan the observation process, allowing us to systematically collect direct information about the students' difficulties during their learning process. The structured observation guide allowed the researchers to focus on key aspects of students' performance and behavior during oral activities.

Analysis of the Test.

Finally, tests will provide a standardized method for the collection of quantitative data. According to García (2006), tests allow the collection of indicators of the variables involved in the research objectives in an organized way. In this project, the tests will contribute to the quantitative assessment of progress in specific competencies, complementing the qualitative findings of the observations.

To reinforce the results, the data obtained through observations (qualitative) will be cross-checked with the test results (quantitative). This cross-checking of information will allow a global understanding of the learning process and the factors that influence the development of communicative competencies in English.

Academic Monitoring Rubric

The academic monitoring rubric was created with the goal of evaluating and tracking students' language development in English as a second language, specifically focusing on key areas like listening comprehension, pronunciation, oral production, fluency, oral interaction, and active participation. It provides a clear, organized framework to assess performance in different subcategories, giving educators a detailed picture of each student's progress in

learning the language. The rubric allows for a well-rounded evaluation of students' language skills, not just their understanding and production of language, but also important aspects like fluency, clarity of expression, interaction with others, and commitment to learning.

By breaking down categories into specific subcategories, it offers a more detailed assessment that helps students understand what areas they excel in and where they may need to improve. This also enables teachers to give more precise and targeted feedback. Special attention is given to oral interaction skills, which are essential in learning a second language, as they reflect a student's ability to engage in real conversations and communication scenarios.

The rubric incorporates subcategories such as "Active Listening," "Turn-taking," and "Active Participation" to encourage key communicative abilities like dialogue collaboration, idea organization, and attentiveness to others' messages. It facilitates comprehensive monitoring of students' progress, enabling educators to track the development of specific skills and modify instructional approaches according to the areas requiring improvement. With its clear and detailed criteria, the rubric also functions as a tool for student self-assessment, promoting learner autonomy by helping individuals recognize their strengths and weaknesses. This framework is designed to systematically evaluate different components of English as a second language use, assisting both students and teachers in identifying focal points for enhancement and reinforcing communication competencies in English.

Cycles of Action Research and Intervention through PBL

In this study, the Action Research (AR) model was applied across two intervention cycles, following the classic plan-act-observe-reflect sequence. Each cycle consisted of planning specific PBL activities, implementing them in the classroom, observing students' engagement and performance, and reflecting on the outcomes to improve the next cycle. This iterative process allowed for progressive refinement of the instructional strategies to better support the development of oral skills in English.

The intervention was grounded in Project-Based Learning (PBL), which served as the methodological approach to promote student-centered learning. Each cycle included collaborative projects where students were encouraged to solve real-world communicative tasks using English. For example, in the first cycle, students worked on designing a simple

presentation about their daily routines, while in the second cycle, they created short dialogues and performed role-plays to simulate everyday conversations. These tasks aimed to enhance oral production, listening comprehension, and interactive use of the language in meaningful contexts.

Academic Monitoring Rubric

The academic monitoring rubric was developed to evaluate and track students' progress in English as a second language, specially in areas such as listening comprehension, pronunciation, oral production, fluency, oral interaction, and active participation. The rubric provides a clear, structured framework for assessing performance across various subcategories, offering both teachers and students a comprehensive overview of language development..

Built on a detailed structure, the rubric breaks down broader categories into specific, observable sub-skills, such as Active Listening, Turn-taking, and Participation. This allows for more accurate and constructive feedback, helping students recognize their strengths and areas for improvement. Emphasis is placed on oral interaction, as it reflects the ability to engage in real conversational settings—an essential goal in second language acquisition.

In addition, the rubric serves as a tool for both formative assessment and student self-assessment, supporting learner autonomy and reflective learning. It enables teachers to adjust their instruction based on concrete evidence of student needs, thereby enhancing the effectiveness of the PBL approach and ensuring the objectives of each Action Research cycle are being met.

Data analysis

Based on the organizational structure of the sequential explanatory study, it was necessary to establish two phases of instrumental analysis. The first phase was carried out with the quantitative data collected through the diagnostic tests and the academic follow-up

rubric. The second phase was carried out with the information collected from the qualitative analysis instruments, such as the observation guides. The following is a description of how this process was projected.

Quantitative Data Analysis

After administering the survey and the initial diagnostic test, the subsequent analysis of the data collected from each of the instruments was conducted. The table below highlights the key factors for this analysis. The diagnostic test was the first instrument analyzed, as it was considered the starting point for assessing the initial level of English proficiency within the project. This helped identify recurring difficulties and areas that needed to be strengthened. Following that, the survey results were used to determine whether there was any relationship between the diagnostic test results and the children's perception of the language. Additionally, the survey instrument provided guidance in structuring and orienting the project, taking into account that the children were at a very early stage of learning, and their ideas might change over time. Therefore, understanding their interests, fears, and study habits increased the likelihood of developing a more engaging approach for the selected population.

Qualitative Data Analysis

The qualitative documentary analysis was structured based on the study of the three analysis categories identified in the observation guides for socialization. The table 3 below shows the essential guidelines for the assessment and analysis of the information gathered. The aim was to identify the factors that influence the perception of language learning in a natural process and to validate, through the opinions and/or experiences of the teachers, the effectiveness of replacing traditional strategies with project-based learning. However, the validation of these propositions was determined through the final diagnostic test, which sought to statistically measure whether or not there was a significant change while the teaching methodology was altered.

Table 3

Analysis category - coding process

Category	Open Coding	Axial Coding	Selective Coding
Use of English as a second languages Subcategories of listening Comprehension • Pronunciation • Oral Production • Fluency	• Listening comprehension • Pronunciation accuracy • Speech fluency	Listening comprehension: difficulty in understanding, context-based understanding. Pronunciation: articulation, stress, intonation. Fluency: speech flow, hesitation, coherence.	Effective Communication: integrates listening, speaking, and fluency. Pronunciation Mastery: combines articulation and pronunciation accuracy. Confidence in Oral Production: links fluency and grammatical correctness.
Oral Interaction Skills Subcategories of Oral Interaction Skills: Verbal fluency • Clarity and coherence • Active listening • Turn-taking	• Verbal Fluency • Active Listening • Turn-Taking	• Verbal Fluency and Turn-Taking. • Active Listening and Adaptation to the Interlocutor • Use of Questions and Clarity/Coherence	Communicative Competence: This is the central theme that integrates all subcategories, as verbal fluency, active listening, turn-taking, use of questions, and adaptation to the interlocutor all contribute to effective and efficient communication.
Active Participation Subcategories of Active Participation:		Engagement: Active involvement and responsiveness. Collaboration: Cooperative	Selective Coding Central Theme: Engaged and Effective Communication involves actively listening,

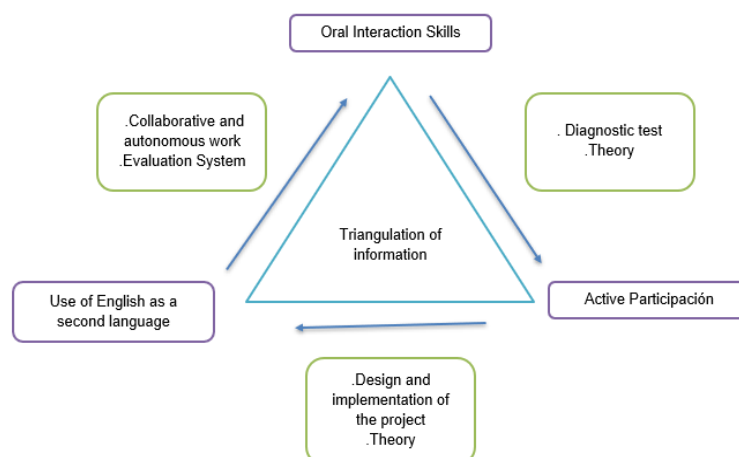
• Engagement and Attention • Initiation of Conversation		interaction and teamwork. Focus: Maintaining topic relevance.	contributing meaningfully, maintaining focus, and interacting cooperatively. This creates an environment where all participants are engaged and the conversation moves forward productively.
--	--	--	---

Source: Own elaboration.

Methodological Triangulation Method:

Methodological triangulation is a useful strategy in this research process since it allows the verification and comparison of information from different sources and the use of two or more methods in order to structure a detailed analysis of the data collected and thus ensure the validity of the results according to the characteristics of each approach. As indicated by Benavides, Gómez & Restrepo (2005) “Triangulation refers to the use of several methods (both quantitative and qualitative), data sources, theories, researchers or environments in the study of a phenomenon.” (p.119). As shown in the Figure 3:

Figure 3: Information triangulation process.



Source: Own elaboration.

The graph above represents the information analysis process developed from the triangulation methodology, which allowed relating the different categories of analysis proposed to the data collection instruments used in the project.

This process was structured according to the three main categories: use of English as a second language, oral interaction skills and active participation, each one with its respective subcategories, and the methodological triangulation was carried out by contrasting the results obtained in the initial and final diagnostic tests of the Cambridge Movers Test, with the findings collected through the observation guide during the implementation of the project.

This approach made it possible to establish connections between the evolution of communicative skills in English and the level of student participation during the development of the project. Finally, this process is supported by the theoretical framework of the project, allowing us to conclude whether the methodological change had a positive impact on the strengthening of the students' communicative skills.

Pedagogical Strategy:

The didactic strategy focuses on project-based learning (PBL), with the purpose of fostering autonomy and critical thinking in students. Through this strategy, students work on real or simulated projects that require research, collaboration, and practical problem-solving. The objective is for students to acquire skills that will allow them to apply what they have learned in real-world situations, promoting creativity, teamwork, and the development of key competencies for their academic and professional future.

Project-based learning (PBL) is a strategy that was sought to be implemented in the capstone project to transform the way students learn English. Rather than limiting themselves to memorizing grammatical rules or vocabulary, students engage in activities where they can use the language in a practical and meaningful way. In this approach, the goal is not only to teach English, but also to allow students to connect with the language through real projects that require research, collaboration, and creative expression. According to John Dewey (1944), an influential educational philosopher, "If we teach today as we taught yesterday, we rob our children of tomorrow." In other words, PBL prepares students for the future by giving them tools that will help them not only master a language but also solve problems and think critically.

Through this experience, it was observed that as students participated in collaborative projects, they began to communicate in English more naturally and fluently. One of the key processes was the sequential development of the “my community” project guides as the students had to present their project as a final exhibition. This activity not only allowed them to practice the language in a real context, but also to work as a team and learn to adapt to the interests of their target audience, a very important skill in the working world. By being responsible for a tangible project, the students felt more motivated and engaged, which made their learning more effective and authentic.

PBL also fosters a more autonomous approach to learning. Within the framework of the project, students made important decisions regarding the direction of their projects, allowing them to take ownership of their own learning process. The autonomy they experienced not only helped them improve their English but also equipped them with the skills to manage their time and resources efficiently. By working on their own projects, they learned to be critical of their own work and to receive constructive feedback from their peers, which is essential for the development of self-regulation. Through this approach, students not only learned English but also prepared to be independent and responsible thinkers.

Moreover, the most enriching aspect was seeing how PBL helped students find relevance to learning the language. Often, students do not understand the need to learn a foreign language because they do not see it as applicable to their daily lives. However, when facing projects that required the use of English in practical ways, such as conducting interviews or making presentations, they realized the importance of the language in various real-life situations, such as travel, international studies, or even in the professional sphere. This approach transformed their perception of English, shifting it from being just another subject in their school curriculum to becoming a useful tool for their projects and future challenges.

Ultimately, this project confirmed that PBL is one of the most effective methodologies for teaching English. It not only improves students' language skills but also provides them with a comprehensive educational experience in which key skills such as cooperation, autonomy, and critical thinking are developed. Therefore, the following question is posed based on the didactic strategy: How can the use of project-based learning (PBL) in English

teaching promote active student participation and enhance their linguistic competence in a collaborative environment?

Table 4

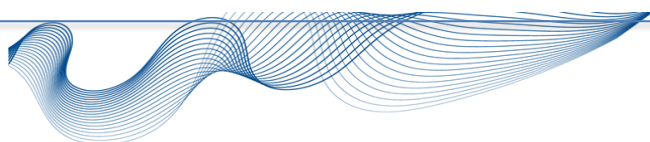
Stages of the Project Based on Kilpatrick's Project Method (1918)

Stages of Project Type III (Kilpatrick, 1918)	Structure Used During Project Design (Based on Phases Assigned in the Project Method Document)
1. Identify and Define the Problem	Phase 1: Proposal
Identification of the problem.	Verification of the situation.
2. Determine the Hypothesis or Reason for the Problem	Phase 2: Inquiry
Investigative process - Consultation.	Research process.
3. Collect and Analyze Data	Phase 3: Planning
Design of strategies.	Strategy design.
4. Formulate Conclusions	Phase 4: Execution
Implementation of strategies.	Implementation of strategies.
5. Apply Conclusion to the Original Hypothesis	Phase5: Results Analysis

Contrast the results with the initial question.	Contrast results with the original question.
Self-assessment process.	Self-evaluation process.

Instructional Guide

The instructional guide provided outlines the general guidelines that should be adopted for the development and implementation of a Type III project, based on Kilpatrick's project method theory (1918). Below is the framework developed as a guiding element.



Institutional Guide.

Project title: Project-Based Learning to foster the development of English communicative skills in Third grade of 'Escuela Normal Superior de Santa Teresita

Main objective: To analyze the effectiveness of Project-Based Learning on the development of communicative skills (listening and speaking), in third-grade students attending Escuela Normal Superior de Santa Teresita

Intensity per session: 5 hours

Total intensity: 35 hours

Number of weeks of implementation: 7 weeks

Learners' Profile: Project-Based Learning is an adaptable approach that can be applied to students of all ages. The methodology remains consistent across projects, though the specific interests and preferences of the learners may vary, influencing the focus and direction of each project.

Intended for: This instructional guide is designed for educators interested in incorporating Project-Based Learning as a teaching method to enhance English language skills. The project featured as an example aims to improve students' listening and speaking communication skills, specifically for third-grade learners (Annex 17).

Learning Objectives

Performance Criteria

Listening: Identifies key terms from various auditory sources.

Speaking: Expresses general thoughts on familiar subjects.

Topics:

1. My Community and basic vocabulary
2. Consolidation of community vocabulary
3. Forming simple sentences about the community
4. Expansion of descriptive structures and adjectives
5. Introduction to vocabulary for directions and prepositions
6. Combining places and addresses
7. Introduction to the project: Creating the Community Map
8. Community Map Expansion and Details
9. Role-Play: Asking and Giving Directions
10. Role-Play: Describing the Community
11. Completion and Testing of the Community Map Project
12. Final Presentation and Project Evaluation

Learning Environment:

Project-Based Learning is a teaching method that goes beyond the traditional classroom setting, requiring access to other spaces within the school, such as auditoriums, libraries, soccer fields, labs, and more. Additionally, a reliable internet connection is essential, along with access to computers for research and information gathering.

Methodology

Projects method by William Heard Kilpatrick (1918) – Type III project

Phase 1: Proposal

The initial step involves identifying a problem that is relevant and impactful for both learners and teachers. It is important that the issue is easily understood by all participants and has a clear effect on the community. When the problem is tangible and meaningful, it becomes a valuable topic for investigation. The goal is to choose a matter that resonates with students, sparking their interest and engagement. By addressing an issue that directly affects the community, the project gains real-world relevance. This phase sets the foundation for a meaningful and effective learning experience.

Phase 2: Research

The second phase focuses on gathering information related to the topic or issue the research group is interested in. This involves exploring other studies, collecting relevant data, and finding facts that will support the project. The information gathered will be crucial for explaining the topic to others and providing evidence during the project. It is important to ensure the sources are credible and the data is relevant to the problem being addressed. The research phase is essential for building a solid foundation of knowledge. This step helps to inform decisions and guide the direction of the project.

Phase 3: Planning

Once the problem is well-defined and the information needed to support the project is collected, it's time to design the strategies that will guide the project. These strategies should aim to address the social issue identified at the start of the process. It's crucial that the strategies are tailored to a specific goal, ensuring they are focused and effective. Clear objectives should be established to ensure that the strategies will successfully tackle the problem. This phase requires careful planning to ensure that the approach is both practical and relevant. Ultimately, the strategies should set a clear direction for the project's execution.

Phase 4: Implementation

At this stage, the strategies developed by the learners are put into action. It's essential that the roles and responsibilities within the group are well-defined, and each member knows what is expected of them. Responsibilities should be assigned based on the outcomes the group intends to achieve, ensuring that tasks are allocated effectively. Clear communication and coordination are key to the success of this phase. The group must stay focused on applying

the strategies they planned and work collaboratively to execute them. This phase marks the transition from planning to action, where the project's solutions begin to take shape.

Phase 5: Results' analysis

The last stage of the project centers on evaluating the results achieved following the implementation of the planned strategies and activities developed by the students with teacher support. In this phase, both qualitative and quantitative approaches were used to interpret the findings, relying on instruments such as the final Cambridge Movers test, observation records, and performance tracking rubrics applied across the project's duration.

Students' performance was evaluated in terms of listening and speaking development. A comparative analysis of the initial and final Movers test results revealed a significant improvement in oral fluency, vocabulary use, and listening comprehension. More than 70% of students scored above 60% in the final speaking test, with 55% reaching or exceeding the 75% benchmark. Listening scores also showed a noticeable shift, with most students improving by at least 15 percentage points compared to the initial test.

Beyond the numerical results, students demonstrated increased self-confidence, a stronger inclination to use English when speaking, and greater involvement in interactive activities like role-plays, map presentations, and teamwork. These outcomes highlight that learning is more impactful when students participate in authentic tasks that reflect real-world communication scenarios.

Ultimately, this analysis confirmed that the Project-Based Learning approach not only enhanced the communicative skills of third-grade students at Escuela Normal Superior de Santa Teresita but also fostered social and emotional growth by encouraging teamwork, autonomy, and cultural awareness.

Validation of the Instruments

It is important to note that the validation of the instruments used for data collection, both qualitative and quantitative, was carried out according to their nature. The initial and final diagnostic tests were adapted from official Cambridge Assessment English materials (Movers Sample Test), which are internationally validated tools designed to assess English

listening and speaking skills in children. Therefore, no additional validation process was necessary for these instruments.

In contrast, the academic monitoring rubric and the observation guides were self-designed based on the research objectives and the categories and subcategories of analysis (see Table 3). These instruments were reviewed by two expert teachers in English language instruction and research methodology, whose feedback contributed to refining the items to ensure clarity and alignment with the research focus. These instruments were included in the annexes for transparency (see Annexes 4 and 5).

Moreover, the selection and design of the instruments were carried out with careful consideration of the specific objectives of the research, ensuring that each tool was suitable for the type of data being sought. The instruments were not only validated by experts in the field but also reviewed to ensure their relevance and consistency with the central theories and concepts of the study. This approach ensured that the instruments were both reliable and useful, providing a solid foundation for the analysis and interpretation of the results obtained throughout the research.

Ethical Aspects of the Research

In this research process, the participants were managed and protected based on Resolution 8430 of 1993 (Ministry of Health, 1993), which establishes criteria for research involving human subjects. Article 5, in particular, states that “In any investigation in which a human being is the subject of study, the criterion of respect for human dignity and the protection of human rights and well-being shall prevail.”

Following these guidelines, permission was first requested in writing from the institution to work with a specific population—in this case, third-grade students in group 3A. the informed consent is found in [Annex 2](#). Once permission was granted, an initial meeting was held with the students during their English class, which took place on Tuesdays and Thursdays during the second period.

Before conducting the focus groups and interviews, the students were clearly and concisely informed about the concept of informed consent. They were given an explanation

of the research objectives, data handling, the research tools to be used, and the voluntary nature of their participation. It was emphasized that their input would be handled with complete confidentiality and would be used solely for academic purposes, without any impact on their academic standing.

To ensure confidentiality and respect for the privacy of the students, all data will be anonymized and securely stored. Digital files will be protected with passwords, and physical data (such as written notes) will be kept in locked cabinets accessible only to authorized researchers. After the completion of the study, data will be retained securely for a designated period, in line with institutional data policies, before being permanently deleted or destroyed to further protect participant privacy.

Additional documentation, including the validated research instruments and the authorization letter from the institution, is available in the annexes section.

Analysis and Results

Initial Diagnostic Movers Sample Test

In response to the first specific objective of the project, an initial process of data collection was carried out through the application of the Cambridge Movers Sample Test, in order to evaluate communicative skills in English, specifically listening comprehension and oral production competencies.

This test, adapted for children in the early stages of language learning, was selected for its focus on everyday situations and its accessibility to students with a basic level of English. Through its structure, it sought to identify students' proficiency in aspects such as pronunciation, fluency and the ability to understand instructions and respond orally to simple stimuli.

The application of this diagnostic allowed us to obtain a clear vision of the students' starting point and served as a basis for planning the implementation of the project-based curriculum, oriented to the progressive strengthening of their communicative skills in meaningful contexts.

After applying and analyzing the results of the initial diagnostic Movers Sample Test, it became evident that the level of English language proficiency of third-grade students was lower than expected for this stage of learning. However, the decision to use this test as a diagnostic evaluation instrument was maintained, since it is aligned with the project's objectives and is designed to assess basic communicative skills -especially listening comprehension and oral production- in elementary school children who are beginning to consolidate their English as a second language.

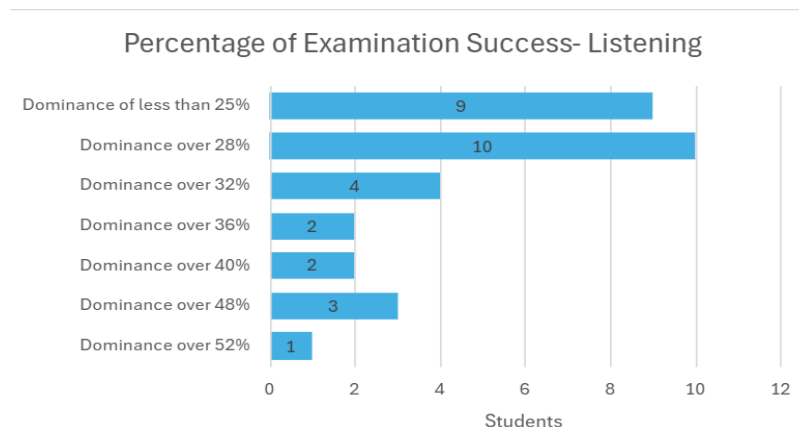
During the application process, the anxiety and fear that several of the students experienced during the evaluation process were notable. Many of them did not fully understand the instructions, showing difficulties related to the speed and duration of the listening section. This generated confusion and insecurity, so it was necessary to make an explanatory pause to reassure them and assure them that the activity would not have negative implications on their grades or overall academic performance.

The listening section of the Movers Test consisted of five parts with a total of 25 possible items, which assessed different levels of listening comprehension: oral descriptions, identification of specific and general ideas, answers to basic questions, and following instructions.

Figure 4 presents the results obtained by the 31 participating students are presented below, along with an analysis of the evaluative categories in which they showed greater mastery and greater difficulty, which will serve as a starting point for the design and implementation of the project-based English curriculum.

Figure 4

Initial diagnostic test results Listening - Movers.



Source: Own elaboration.

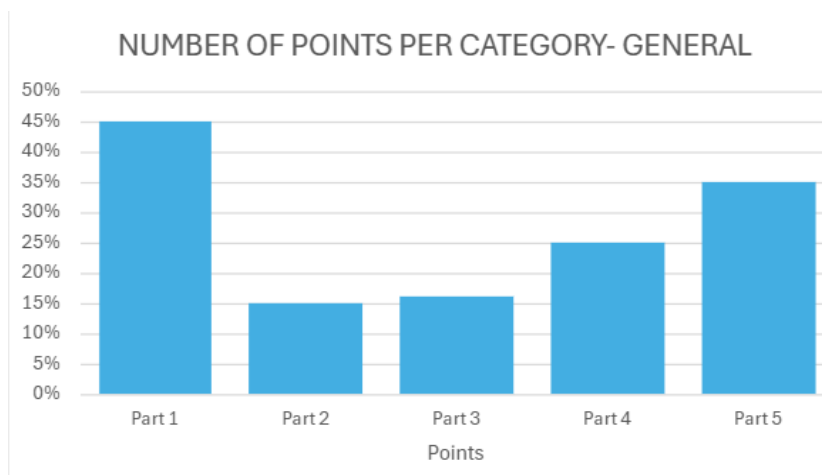
For the analysis of the results of the listening test of the Movers exam, the parameters established by Cambridge were taken as a reference, considering an acceptable level of proficiency as from 75%. However, it was evident that none of the students reached this performance threshold. In fact, the highest result was only one student with a proficiency above 52%, while 85% of the evaluated population (27 out of 31 students) presented a performance below 50%.

The data reflect a low level of listening comprehension in English as a second language within the group, which validates the need to implement a project-based curriculum with a focus on oral skills development. The sections with the greatest difficulty were mainly Part 2 and Part 3 of the test, which require identifying specific and general information in short conversations.

Figure 5 graphically represents the distribution of the levels of proficiency obtained by the 31 students, showing the wide margin for improvement and the urgency of strengthening teaching strategies to promote listening comprehension in English.

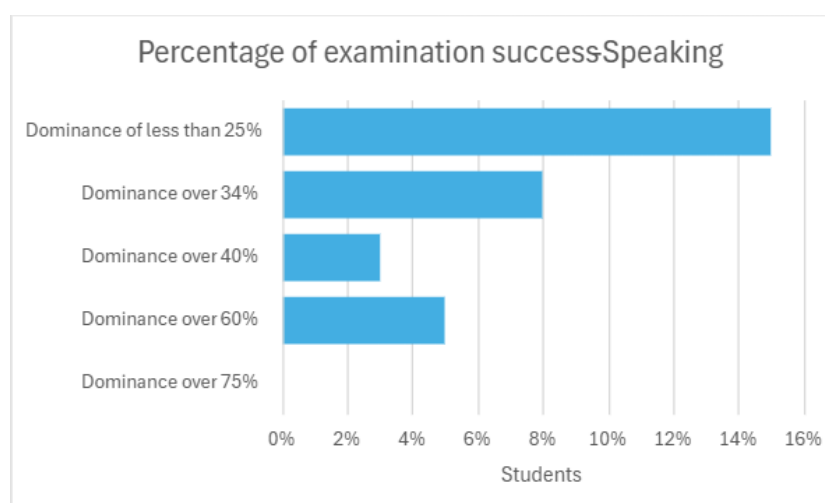
Figure 5

Number of points per category. Listening-Movers.



Source: Own elaboration.

On the other hand, Figure 6 represents the oral production section (Speaking), an objective assessment was conducted using the Cambridge evaluation rubric corresponding to the Movers Sample Test, allowing for a standardized value judgment on the level of English language proficiency of each of the participants.

Figure 6: Initial Diagnostic Test Results - Speaking Movers.

Source: Own elaboration.

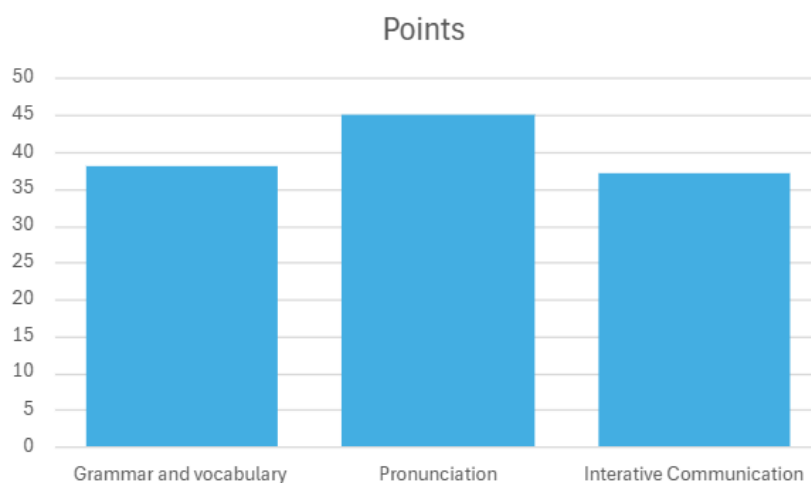
The results reflect that the maximum mastery reached was 60%, achieved by only 5 of the students. However, 15 students (almost 50% of the sample) performed below 25%, showing significant difficulties in the development of oral expression skills. Overall, 71% of the students presented a performance level below 40% in this section.

The three categories of analysis applied in the rubric -Pronunciation, Oral Production, and Fluency- showed similar levels of difficulty for the students, indicating that the shortcomings are not concentrated in a single area, but encompass oral communicative competence in a comprehensive manner.

Figure 7 shows the general results by levels of proficiency in this skill.

Figure 7

Number of points per category - Speaking Movers.



Source: Own elaboration.

Based on the above results, the design and implementation of the “My Community” project began with a population that showed significant difficulties in listening comprehension and oral production in English. The students presented a level of language proficiency below

what was expected for their grade level, and most of them were not familiar with the skills-based assessment approach used in the Cambridge tests.

This situation highlighted the need to adopt an innovative and contextualized methodology, such as Project-Based Learning, which would respond in a meaningful way to the linguistic needs detected and would favor the progressive development of their communicative skills.

Identification of the Social Issue

Knowing the initial state of listening comprehension and oral production evidenced by the students in the Cambridge Movers diagnostic tests, and taking into account the low levels of English language proficiency, the need to implement a pedagogical strategy that would respond significantly to these communicative difficulties became evident. Thus, the “My Community” project emerged as an opportunity to strengthen the use of English as a second language, from a proposal that would allow students to interact with their environment, develop basic communication skills, and actively participate in a meaningful, collaborative, and contextualized project.

The problem identified centered on the lack of linguistic tools to communicate about their immediate environment, which affected both their confidence and their participation in class. During the initial phase, informal conversations with the students about their experiences in the community and their knowledge of the neighborhood, streets, and common places found that, although they could describe them fluently in their mother tongue, they did not have the necessary resources in English to do so.

The first class began with the question, “What places do you have in your neighborhood?” Most of the students recognized the places mentioned (such as school, park, bakery), but were unable to structure simple sentences to describe them. Given this difficulty, the project aimed to explore their community using the English language in a functional way, combining vocabulary, basic structures, and activities involving creativity, movement, and teamwork.

In this way, a sequence of 12 classes was proposed, in which the students would advance from learning basic vocabulary of the community to the final elaboration of an

interactive map with different real representations of their community. This pedagogical proposal not only addressed the communicative problem but also encouraged collaborative work, active listening, contextual use of the language, and active participation, as central axes of the integral development of communicative skills in English.

Pedagogical strategy

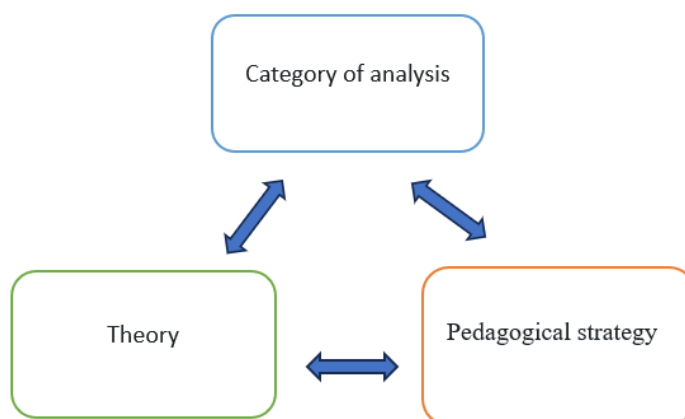
In response to specific objective number 2, the instructional guide was structured, which organizes the phases for the organization of a type three project based on the project method of William Kilpatrick (1918). Based on the Project-Based Learning (PBL) model and the PPP (Presentation, Practice, Production) methodological approach, adapted to the context of third-grade students. This pedagogical proposal was designed taking into account the importance of generating meaningful, contextualized, and active experiences that encourage the use of language in real and comprehensible situations.

In this argumentative space, the results obtained after the design and implementation of the project “My Community”, structured by the research teachers and worked together with the students during a total of 12 sessions. The project focused on the construction of knowledge based on the students' closest environment: their community. This thematic proximity allowed for a greater affective connection and active participation in the classes, generating opportunities for the development of communication skills, collaborative work, and the integration of curricular content.

Likewise, the elements collected through the observation guides, the evaluation matrix (rubric), and the products developed by the students are evidenced in this pedagogical phase. Through the analysis of the intervention, categories such as meaningful interaction, progressive autonomy, and functional use of the language are highlighted, relating these results to the theoretical foundations exposed in the referential framework of this document.

Figure 8

Triangulation of information.



Source: Own elaboration.

The project comprised 12 structured sessions, each with a clear learning objective and outcome aligned with the development of communicative competencies and the progression of the final product. [Annex 7](#) presents the objectives per session, which are based on the principles of the PPP model (Presentation, Practice, Production) and focus on meaningful learning experiences in context.

This breakdown allows us to appreciate the logical progression and scaffolding of the strategy, reinforcing both the communicative objectives and the collaborative essence of PBL. Each session was intentionally designed to contribute to the final product while enhancing students' autonomy, oral fluency, and contextual use of the language; the guides can be reviewed in detail in Annex 7 at the end of the document.

The project reached a total of 30 hours of pedagogical intervention, developing a proposal that achieved the objectives proposed in (the instructional guide) and integrated not only the learning of English as a second language, but also social, attitudinal, and cognitive competencies through the recognition of the community environment. Table 5 describes the most relevant elements evidenced during the implementation of the project:

Table 5

Significant elements during strategy design.

Category of analysis	Significant elements are visible during implementation.
Use of English as a Second Language	1. The use of English in real contexts, such as describing places and creating the Community Map, allowed for a more meaningful understanding of vocabulary. 2. The PPP approach facilitated gradual exposure to the language, and students building confidence in using basic structures in English. 3. The incorporation of games, songs, and repetition improved retention and spontaneous use of language.
Oral Interaction Skills	1. Role-play activities motivated students to interact with their peers functionally using English expressions. 2. Immediate feedback from the teacher reinforced correct pronunciation and the use of simple structures. 3. Oral production was strengthened in collaborative spaces, especially during the presentation of the final project.
Active Participation	1. The choice of a topic close to their context favored the active involvement of all students in the activities. 2. The assignment of tasks within the group (drawing, coloring, writing, speaking) allowed each student to feel useful and committed to the project. 3. The presentation of the final map encouraged voluntary participation, increasing the children's self-esteem and sense of accomplishment.

Source: Own elaboration.

Category of Analysis - Oral Interaction Skills

During the implementation of the “My Community” project, it became evident that the development of oral interaction skills in English was one of the main achievements of the third-grade students. Through the 12 work sessions divided into 6 weeks, the constant use of the English language was promoted in collaborative spaces, playful activities, class routines, and oral presentations. Although at the beginning of the process, the students showed limitations in oral production due to a lack of confidence and low lexical proficiency, the design of activities with real communicative purposes allowed a gradual evolution in the quality and quantity of their interventions.

The use of meaningful projects, with a focus on the children's immediate context, facilitated peer interaction through role-playing, dramatizations, mock interviews, and group presentations. These strategies encouraged active participation in English, showing progress in aspects such as fluency, use of everyday expressions, pronunciation, and body language. As mentioned by Gergen (1994), knowledge is constructed through social interaction, which was corroborated in this project through direct observation of genuine communicative moments.

To record and assess progress in this category, a monitoring rubric was implemented during the 12 sessions. Students received an evaluation from 0 to 5 in each of the categories, with criteria focused on key aspects of oral interaction: fluency, pronunciation, use of functional vocabulary, and coherence in the response. This evaluation was complemented by the perceptions of the participating students and teachers.

Table 6 presents the academic monitoring rubric that made it possible to assess the progress of the students during the execution of the project, highlighting their performance in different communicative contexts. However, the total weighting during each of the project sessions is summarized here.

Table 6

Academic monitoring rubric - 12 sessions

CÓDIGO		1	2	3	4	5	6	7	8	9	10	11	12
		Week 1		Week 2		Week 3		Week 4		Week 5		Week 6	
E1	ALVARADO	8	8	10	12	12	14	14	16	18	18	19	19
E2	ARANGO PA	12	12	14	14	16	16	17	18	19	20	20	20
E3	BARRERO C	10	10	12	13	14	16	16	18	18	19	19	19
E4	BENAVIDES	8	8	10	12	14	15	16	16	17	18	18	18
E5	BENAVIDES	12	12	14	16	16	17	18	18	19	20	20	20
E6	BERNAL RO	10	10	12	14	16	16	17	17	18	19	19	19
E7	BOLAÑO VA	8	8	10	12	14	14	16	16	17	18	18	18
E8	CARRILLO F	14	14	16	16	17	17	18	18	19	20	20	20
E9	GOMEZ PE	13	13	14	16	17	17	18	18	19	20	20	20
E10	GUERRERO	8	8	10	12	14	15	16	16	17	18	18	18
E11	JANNA OSC	10	10	12	13	14	16	17	17	18	19	19	19
E12	MALDONAD	10	10	12	13	14	16	N/A	N/A	15	15	16	16
E13	MARTINEZ I	8	8	10	12	14	15		14	15	15	16	16
E14	MENDOZA I	10	10	12	13	14	16	16	16	17	18	19	19
E15	MONÁ GIL E	10	10	12	13	14	16	18	18	19	19	19	19
E16	MORENO C	12	12	14	16	16	17	18	18	19	20	20	20
E17	NIEBLES SI	13	13	14	16	17	17	18	18	19	20	20	20
E18	NIETO MON	10	10	12	13	14	16	17	17	18	19	19	19
E19	VICTORIA	8	8	10	12	14	15	16	16	17	18	18	18
E20	PAREJO GO	13	13	14	16	17	17	18	18	19	20	20	20
E21	PEREZ DIFI	12	12	14	16	16	17	18	18	19	20	20	20
E22	PIRAGUA PA	12	12	14	16	16	17	18	18	19	20	20	20
E23	PULIDO CA	10	10	12	13	14	16	17	17	18	19	19	19
E24	QUINTERO	8	8	10	12	14	15	16	16	17	18	18	18
E25	REYES MER	12	12	14	16	16	17	18	18	19	20	20	20
E26	ROJAS CAR	13	13	14	16	17	17	18	18	19	20	20	20
E27	ROJAS VELA	8	8	10	12	14	15	16	16	17	18	18	18
E28	ROSALES H	12	12	14	16	16	17	18	18	19	20	20	20
E29	SALCEDO F	12	12	14	16	16	17	18	18	19	20	20	20
E30	VILLA SANC	10	10	12	13	14	16	17	17	18	19	19	19
E31	VILLAMIZAF	8	8	10	12	12	14	16	16	17	18	18	18

Source: Own elaboration.

The academic monitoring table shows the evaluation assigned by the researchers to each of the 31 participants during the 12 sessions of project implementation. When analyzing the state of the communicative productions made during the first weeks and the final verifications, it is possible to affirm that 77% of the population, that is, 24 of the 31 participants, achieved an evaluation higher than 75% of the maximum result (20 points). This reflects a progressive use of the English language during the shared investigative spaces, where the student became the protagonist of his learning through experience and interaction.

In the categories, it was evident that all presented a significant rate of improvement over the weeks. However, it was the fluency category that showed the greatest evolution, reflecting the increase in the spontaneity and confidence with which the students expressed themselves orally. This growth can be associated with the methodological approach of the project, which placed the students in real, meaningful, and contextualized communicative situations.

The identification of problems present in their community, the implementation of proposed solutions, and their subsequent socialization gave meaning to each of the phases of the project. This process allowed not only the appropriation of linguistic structures, but also the reflection on the environment and the development of a critical stance towards their own needs. From this perspective, the linking of communicative, sociolinguistic, discursive, strategic, and sociocultural competences became evident, as Hita (2004) states, when analyzing the linguistic performance from the tangible and situational reality of the subjects.

From the records made and the observation guides applied, it is concluded that, although in the first sessions the category of communicative skills presented difficulties in aspects such as coherence, grammatical accuracy, fluency, and vocabulary range, elements such as pronunciation and phonological control were maintained at an acceptable level. However, after the longitudinal analysis of progress during the 12 weeks, there was evidence of a progressive improvement in all the aforementioned categories, most of them reaching a satisfactory rating by the end of the project.

Particularly noteworthy was nonverbal communication, which was rated as excellent for its impact on the interpretation and production of oral messages. This skill was promoted through the use of gestures, body movements, and facial expressions by the students, who, upon observing its effectiveness in the teacher, spontaneously incorporated these tools into their communicative practices. Although at the beginning they were shy, with time they recognized the importance of body language as a facilitator of their oral interventions.

The organization of work in teams with defined roles fostered individual responsibility and a sense of group belonging. Despite some situations of disagreement among peers, these were resolved with the mediation of a designated student per group, thus strengthening coexistence and conflict resolution skills. Many participants assumed the

project as their creation rather than as an activity directed by the teacher, internalizing the importance of their active participation in its progress.

Finally, it is important to highlight that the constant accompaniment by the teacher was a key factor in the student's progress. Recognizing and valuing individual and collective achievements in each session not only strengthened the teacher-student bond but also contributed significantly to increasing the children's confidence and self-esteem in their communicative performance in English.

Category of Analysis -Use of English as a Second Language

During the development of the project, the use of English as a second language was consolidated as a practical manifestation of meaningful learning. This category allowed us to directly observe how students stopped seeing English as a school subject and turned it into a functional tool for communication in authentic contexts. In the sessions implemented, multiple spaces were created where students interacted, asked questions, explained, negotiated meanings, and shared ideas in English, thus promoting the progressive, spontaneous, and meaningful use of the language. According to Ellis (2003), “interaction is fundamental in second language acquisition, as it provides opportunities for the negotiation of meaning and the joint construction of linguistic knowledge,” which was evident in the collaborative spaces of the project.

The analysis of the records shows that, although in the first sessions, the use of English was limited to memorized expressions, greetings, brief answers, and basic structures, with the passage of time, the students began to formulate questions, connect ideas, and use more complex sentences according to the communicative purpose. This progress evidenced a transition from mechanical to strategic language use, which reaffirms the importance of authentic learning environments for the development of communicative competencies.

One of the most remarkable aspects was the students' willingness to use English as their primary means of interaction, even when they did not have all the necessary linguistic resources. The use of gestures, peer support, and teacher mediation was a key element for students to feel confident in taking the risk of speaking, without fear of error, which fostered a climate of confidence and linguistic autonomy.

From a sociocultural perspective, a process of appropriation of the language as part of their school identity was also identified. Students referred to their roles, activities, and achievements using English terms, integrating them into their daily school life and reflecting a positive attitude towards language learning. English becomes a tool for intercultural interaction and the broadening of communicative horizons.

In summary, the Use of English as a Second Language reveals that students not only acquired linguistic knowledge but also developed the ability to use the language with intention, meaning, and functionality. This progress was possible thanks to a methodology that favored collaborative work, active research, and direct connection with the reality of the environment, allowing English to emerge as a response to real communicative needs and not as an academic imposition.

Thus, it is evident how the project-based approach, by integrating language with action, favors meaningful and lasting learning, as proposed by Dewey (1938) when he indicates that “experience is more than doing: it is a reflection on doing that generates learning”.

Analysis Category - Active Participation:

This category became a fundamental axis in the implementation of the “My Community” project, providing scenarios where students were the protagonists of their own learning process. From the first sessions, decision-making, cooperation among peers, and active involvement with the proposed topics were encouraged, which had a positive impact on their motivation, autonomy, and commitment.

Throughout the twelve sessions of the project, there was evidence of an evolution in the degree of student participation: initially, many assumed a passive role, limited to following the teacher's instructions; however, as the phases of the project developed - exploration of the community, recognition of social actors, development of proposals and presentation of solutions - the students began to express ideas, assume leadership roles, ask questions and act as transforming agents within the classroom and their immediate context.

The thematic context of the project - the community - facilitated the connection between the academic content and the children's daily lives, allowing a greater appropriation of knowledge. The exploration of their immediate environment allowed them to see themselves reflected in the content, which increased their interest and sense of belonging.

Moreover, active participation was not limited to the verbal level but extended to visual productions, dramatizations, role-plays, mock interviews, and final presentations, where students put their language and social skills into practice in authentic situations. These experiences strengthened their self-confidence, sense of responsibility, and awareness of their role within a school and social community.

One of the most significant moments of the project was the creation of a collaborative model of their community, where each student had to choose a representative place, design it, and explain its function in English. This activity not only integrated linguistic, artistic, and citizenship skills, but also demonstrated a high level of commitment, organization, and enthusiasm on the part of the participants.

Finally, it should be noted that active participation was paramount in building a democratic classroom culture, where every contribution was taken into account. The implementation of the “My Community” project not only promoted the use of English as a means of communication but also developed the students' ability to collaborate, build collaborative knowledge, and take their role as active members of their environment. In this sense, the project was consolidated as a transformative pedagogical experience that integrated knowledge, emotions, language, and action, allowing learning to occur in a meaningful, experiential, and participatory way.

The Final Diagnostic Test/Movers

Once the activities corresponding to the “My Community” project were completed and in compliance with specific objective number 4, the Cambridge Movers final diagnostic test was applied. This test focuses on verifying whether, through an approach based on autonomy, active participation, and meaningful use of English, students have developed the

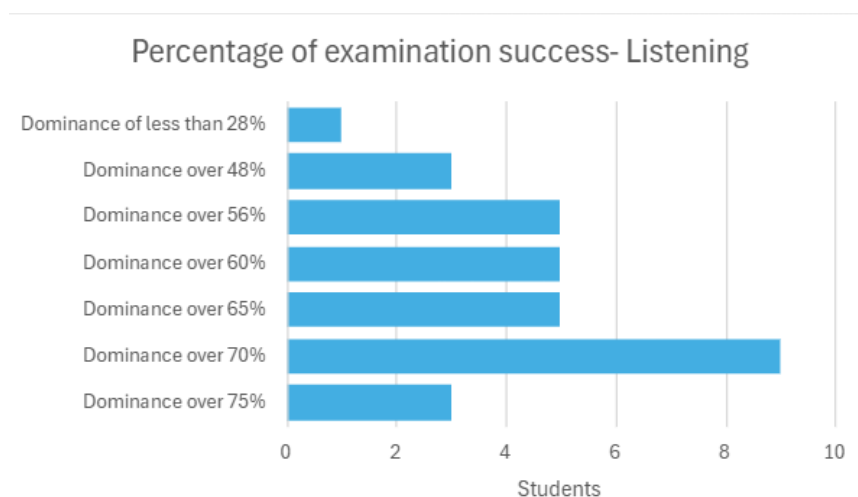
necessary communicative skills to successfully face a standardized test, without resorting to traditional practices focused exclusively on grammar or memorization of structures.

During the application of the final test, it was evident that most of the students faced the evaluation with greater confidence and tranquility compared to the initial test. The criterion for success was maintained as the achievement of a minimum of 75% mastery in each of the skills evaluated (listening, reading and writing, and speaking), and the test was applied following the same protocol used in the initial diagnosis to guarantee the validity of the comparative analysis.

In the listening comprehension skill, students showed significant progress concerning the initial diagnostic test. There was a generalized increase in the percentages of correct answers, especially in the identification of keywords, comprehension of simple instructions, and association of descriptions with images. Figure 9 shows the results obtained by percentage of mastery of the test.

Figure 9

Figure: Percentage of proficiency on the test - Listening



Source: Own elaboration.

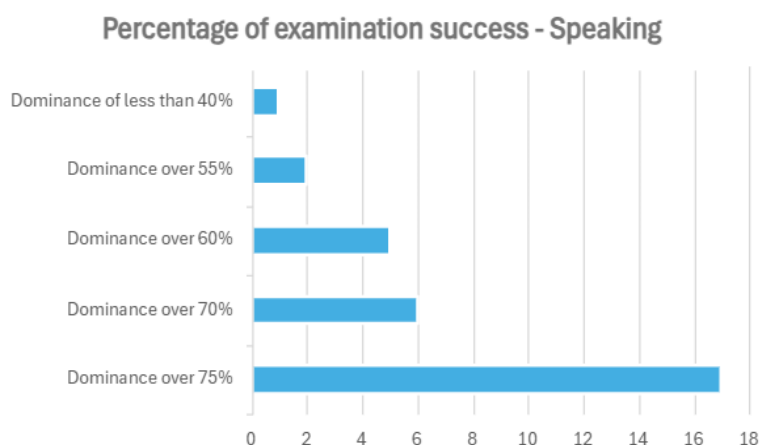
The figure shows the percentages of mastery of the listening skill during the implementation of the Sample test - movers. Through these results, it is possible to observe that 3 of the participants achieved a level of proficiency equal to or higher than 75%, while 9 students achieved a proficiency between 70% and 75%, reflecting a significant improvement compared to the results of the initial diagnostic test.

Similarly, 15 students were located in intermediate mastery ranges, between 60% and 65%, and between 56% and 60%, demonstrating a progressive strengthening of the listening comprehension skill. Instead, 3 participants reached a level of mastery close to 48%, and one student presented a mastery of less than 28%. This last case corresponds to particular situations previously recorded in the academic follow-up, related to behavioral difficulties and family factors that influenced participation and performance throughout the research process.

On the other hand, Figure 10 shows that in the oral production section (Speaking), the productions made by the students were numerically assessed following the criteria established by the Cambridge Evaluation Scale, the same one used in the initial diagnostic test. In this way, consistency and objectivity were guaranteed in the oral evaluation process.

Figure 10

Percentage of proficiency on the exam - Speaking.



Source: Own elaboration.

The results revealed that the maximum mastery of the test was equal to or higher than 75% in a total of 17 participants, which represents approximately 55% of the evaluated population. Likewise, it is evident that 6 students achieved a mastery between 70% and 75%, while 5 participants obtained a mastery percentage between 60% and 70%. In contrast, 2 students presented a mastery above 55%, and only 1 student achieved a mastery below 40% in this skill.

These data reflect significant progress in oral production, especially if contrasted with the results of the initial diagnostic test, where most students did not exceed 60% proficiency. In addition, the three categories of analysis used in the rubric - fluency, accuracy, and use of linguistic resources - which showed greater difficulties at the beginning of the process, evidenced a considerable improvement in the final performance.

In response to the research question posed, it is possible to affirm that the communicative skills of oral reception and production in English showed significant progress after the implementation of the “My Community” project under the Project-Based Learning (PBL) methodology. According to Savignon (2002), the communicative approach promotes a meaningful use of language, where the emphasis is on the negotiation of meaning rather than on structural precision, a principle that was reflected in the progress observed in the students.

Although the full appropriation of a foreign language requires a prolonged immersion process, the results obtained in only two months of project work demonstrate that, even without an emphasis on traditional grammar instruction, since the development of the project focused on using different activities, the students developed sufficient skills to face a standardized test of English as a second language more competently.

In the listening skill, the final results show that 12 students reached levels above 60%, and 3 of them managed to surpass 75%, showing substantial progress compared to the initial results, where most of them presented levels below 50%.

Regarding speaking skills, even greater progress was noted: more than half of the population (55%) achieved a command equal to or higher than 75%, far exceeding the performance observed at the beginning of the process, when most of the students did not exceed 40% command.

Thus, the analysis of the instruments implemented and their respective results is concluded, reaffirming the need to continue promoting project-based learning scenarios, where language is used in a contextualized and meaningful way.

Reliability and Validity

The procedures carried out in this study consisted of the rigorous fulfillment of a series of specific objectives, which were executed in their entirety. The purpose of each of these elements was to achieve the implementation of Project-Based Learning as a pedagogical strategy for the strengthening of reception and oral production skills in English; a purpose that was satisfactorily achieved.

Table 7

Actions to achieve specific objectives.

Objective	Actions
To assess the initial level of speaking and listening skills in third-grade students at Normal Superior Santa Teresita for establishing a baseline for the implementation of the PBL strategy.	Application of Cambridge Movers diagnostic test (establishing an expected proficiency equal to or higher than 75%).
To design a Project-Based Learning strategy focused on enhancing listening and speaking skills in third-grade students at Normal Superior Santa Teresita	To design and structure the instructional guide based on Kilpatrick's (1918) project method and adapted to the phases of Project-Based Learning.
To implement the Project-Based Learning strategy in English lessons with third-grade students at Normal Superior Santa Teresita.	Development of the project “My Community” through practical and dynamic activities that integrated communicative contents and sociocultural context.
To evaluate the development of listening and speaking skills in third-grade students after the implementation of the PBL strategy at Normal Superior Santa Teresita	Application of the final Movers diagnostic test, re-evaluating listening and speaking skills under the same initial parameters.

Source: Own elaboration.

From each of the actions that supported the development of the objectives, several factors emerged, analyzed and argued throughout the document, which gave sustainability and consistency to this research process. However, it is possible to review in detail the formats, instruments and evidence designed and applied in the annexes at the end of this report, as a support of the methodological rigor employed.

Conclusions

The findings derived from the application of the Cambridge Movers Sample Test to third-grade students at *Escuela Normal Superior de Santa Teresita* provide key insights into both the initial English proficiency levels of the participants and the pedagogical impact of implementing a Project-Based Learning (PBL) approach.

The initial diagnostic revealed that students had substantial gaps in their listening comprehension and oral production skills. None of the 31 students reached the expected 75% performance threshold in listening, and only one surpassed 52%. Furthermore, 85% of the students scored below 50%, highlighting an urgent need to reform the traditional instructional model. The speaking results painted a similarly challenging picture: just five students reached 60%, and nearly half scored under 25%. These numbers not only expose difficulties in pronunciation or fluency but indicate an overarching weakness in communicative competence, confirming that students were not just struggling with isolated linguistic features but with the foundational skills needed to use English meaningfully.

In addition to academic performance, emotional factors such as anxiety, fear of failure, and unfamiliarity with standardized testing influenced students' outcomes—especially in listening. This reality reinforces the importance of creating safe, low-stress learning environments where language is used with purpose and authenticity, and where mistakes are welcomed as opportunities for growth rather than penalized.

Against this backdrop, the implementation of the “My Community” project became not only relevant but necessary. Unlike traditional grammar-focused models, this project-based approach allowed students to interact with English in a real-world, meaningful context: their own neighborhood. Although students could describe their environment in Spanish, they

lacked the tools to do so in English. This disconnect was directly addressed by structuring the project around community-related vocabulary and communicative functions, gradually bridging their existing knowledge with the new language content.

A critical factor in the project's success was the use of detailed, carefully crafted instructional guides. Each of the 12 lessons was designed following the PPP structure (Presentation, Practice, Production), with a clear communicative goal. These guides were not only methodologically sound but also innovative, motivating, and engaging; each of them can be found in Annex 7 at the end of the document. The students eagerly awaited each new session, drawn in by the novelty and relevance of the materials. As the project progressed, student engagement increased notably—both in participation and assertiveness when using English. The guides didn't just support language development; they also strengthened research habits, critical thinking, and cooperative learning, activating the investigative and practical dimension of each learner.

What made the students improve, then, was not a single element, but the interplay of context, methodology, and relevance. The part of the project that had the most visible impact was the creation and presentation of the community map, where students used everything they had learned in a final product with real purpose and audience. It gave meaning to the vocabulary and structures they had practiced, and it provided an authentic reason to speak, listen, and interact in English.

This experience demonstrates that when students learn by doing, they also learn by reflecting, creating, and collaborating. The project validated the idea that learning is not the passive absorption of content, but an active process of meaning-making, especially in language learning. Furthermore, the ABP methodology, as implemented through these guides, is scalable and adaptable to other subjects. The key lies in designing accessible, innovative materials that encourage students to create knowledge, solve problems, and express themselves critically—in other words, to learn by doing.

In summary, the “My Community” project not only addressed the communicative needs identified in the diagnostic stage, but also fostered a deeper transformation in how students approach English as a second language. It built confidence, promoted autonomy, and cultivated the idea that English is not just an academic subject, but a tool for life. The relationship between initial gaps, contextualized practice, collaborative work, and the

motivation generated by real, relevant tasks, led to meaningful progress. This model offers a replicable strategy for other educators who seek to promote language learning through experience, connection, and student voice.

Recommendations

The implementation of the “My Community” project at Escuela Normal Superior de Santa Teresita was a meaningful learning experience. Through the collaborative work between teachers and students, valuable insights were gained regarding the application of Project-Based Learning (PBL). One of the key takeaways was the importance of anticipating and considering school-specific factors—such as academic schedules, extracurricular activities, and institutional policies—as these can influence the development and implementation of project initiatives. Taking these elements into account from the planning stage allows for the design of more feasible and contextually appropriate proposals that align with the school’s available resources.

1. Design Projects That Connect with Students' Everyday Lives

Project-Based Learning promotes the resolution of real and meaningful problems, fostering deeper and more motivating learning experiences. To enhance the “My Community” project, it is recommended to incorporate activities that are directly connected to students’ everyday lives—such as exploring their neighborhood, conducting interviews with community members, or creating awareness campaigns. These types of actions encourage curiosity, reflection, and engagement, while offering opportunities for students to use English in authentic and relevant contexts.

2. Promote Collaborative Work and Effective Communication

PBL encourages teamwork, where students learn to collaborate, share ideas, and resolve conflicts. To enhance the “My Community” project, it's essential to create spaces where students can work together, exchange opinions, and build knowledge collectively. This not only improves language skills but also social and emotional competencies like empathy, respect, and responsibility.

3. Integrate Self-Assessment and Reflection into the Learning Process

PBL allows students to evaluate their own learning, identify strengths and areas for improvement, and set personal goals. In the context of the "My Community" project, it's advisable to incorporate moments of individual and group reflection, where students can share their experiences, challenges, and achievements. These practices foster autonomy, self-confidence, and critical thinking, helping students become aware of their progress and make informed decisions about their learning.

References

- Abedrabbo Ramos, O. (2021). *Project-based learning to develop the speaking skill in EFL students of intermediate level at Technical Air Force School during the school year 2020-2021*. Master's thesis.
- Alejandro López Vera, A. (2022). *Informe nacional de resultado Saber 11*. Colombia.
file:///C:/Users/57314/Downloads/Informe_nacional_de_resultados_Saber_11.pdf
- Alsubaie, M. A., & Ashuraidah, A. F. (2022). The impact of communicative language teaching on EFL learners' speaking skills: A study in Saudi Arabia. *Education and Linguistics Research*, 8(1), 1–15. <https://doi.org/10.5296/elr.v8i1.20335>
- Alvarez Idarraga, N. J. (2021). El Aprendizaje Basado en Proyectos como metodología incluyente: apropiación del inglés como lengua extranjera a través de esquemas de intervención social. *Rastros Rostros*, 23(1), 1-20. <https://doi.org/10.16925/2382-4921.2021.01.07>
- Alzate Bermúdez, A. P., & Galarza Castro, G. (2022). *El bilingüismo en Colombia, una gran oportunidad en el campo laboral*.
<https://repository.universidadean.edu.co/bitstream/handle/10882/12329/GalarzaGabriela2022.pdf?sequence=2&isAllowed=y>
- Arana, J. (2021). *Aprendizaje significativo en la enseñanza del Inglés como lengua extranjera*. <http://portal.amelica.org/ameli/jatsRepo/258/2582539012/html/>
- Bakar, N. I., Noordin, N., & Razali, A. B. (2019). Improving Oral Communicative Competence in English Using Project-Based Learning Activities. *English Language Teaching*, 13(4), 73-84.
- Bell, S. (2010). *Project-based learning for the 21st century: Skills for the future*. (Vol. 83(2), 39-43.). *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*.

Blanco Olmos, R. (2024). *Proyecto de acompañamiento Tutorial para tercer grado*.

NORSANTER.

Botella Nicolás, A. M., & Ramos Ramos, P. (2019). Investigación-acción y aprendizaje basado en proyectos. Una revisión bibliográfica. *Perfiles educativos*, 41(163), 127 - 141.

Bradbury, H., Lewis, R., & Columbia, D. (2019). Education Action Research with and for the new generation. In *The Wiley handbook of action research in Education* (I ed., pp. 7 - 8). Craig A. Mettler.

Bryman, A. (2016). *Social Research Methods* (5th ed.). Oxford.

Campos, G. (2012). *La observación, un método para el estudio de la realidad*. dialnet.

<https://dialnet.unirioja.es/servlet/articulo?codigo=3979972>

Canesse, V., & Spezzini, S. (2023). *Teaching English in global context: Languages, learner and learning*. Facultad de filosofía UNA.

Correa Trujillo, J. A., Gómez, J. C., & Martínez, S. (2020). *Proyecto basado en aprendizaje: una estrategia emergente en la educación colombiana*. Revista de Investigación Educativa, 15(2), 45-60. <https://bibliotecadigital.udea.edu.co/handle/10495/16898>

Cintang, N., Setyowati, D. L., & Handayan, S.S. D. (2018). *The obstacles and strategy of project based learning implementation in elementary school*. (EduLearn ed., Vol. 12 (1)). Journal of Education and Learning.

Daymon, C., & Holloway, I. (2010). *Qualitative Research Methods in public relation in marketing communication* (2nd ed.). Routledge.

Díaz Navarro, L. Á. (2024). *Estrategia pedagógica para el aprendizaje significativo del idioma inglés en estudiantes de quinto de primaria del Colegio Moderno del Norte de Cartagena de Indias*. Facultad de Ciencias Humanas y sociales.

- Espinosa Rendón, D., & Londoño Ladino, L. (2017). *El aprendizaje basado en proyectos como una estrategia, metodológica que favorece los procesos de adquisición de la lengua en estudiantes con extraedad en el aula escolar*. UNIVERSIDAD PONTIFICIA BOLIVARIANA.
- Feijoó Rojas, K. J., González Quinto, M. G., & Contreras Moscol, D. F. (2023). Innovative active methodologies for enhancing English language acquisition in higher education. *Polo del Conocimiento*, 8(1), 1–14.
<https://polodelconocimiento.com/ojs/index.php/es/article/view/8473/0>
- Galeana, L. (2006). *Aprendizaje basado en proyectos* (1st ed., Vol. 27). Revista Ceupromed.
- García, F. (n.d.). Diseño de Cuestionarios para la recogida de información: metodología y limitaciones. *Revista Clínica de Medicina de Familia*, 1(5), 6.
<https://www.redalyc.org/pdf/1696/169617616006.pdf>
- Goh, C. C., & Burns, A. (2012). *Teaching speaking: A holistic approach*. Cambridge University Press.
- Gonzalez Estrada, O. L., & Leòn Muñoz, Y. (2022). *Classcraft: estrategia metodológica gamificada para fortalecer las habilidades comunicativas de los estudiantes del grado 5 en el idioma inglés de la IED Nueva Granada en la ciudad de Barranquilla, Atlántico*.
- Griffee, D. T. (2012). *An Introduction to Second Language Research Methods: Design and Data*. TESL-EJ Publications.
- Hammer, J., Mergerdoller, J., & Boss, Z. (2015). *Setting the standard for project Based Learning*. Alexandria, va USA.
- Hernandez H, M. D. J., Contreras Montoya, M. J., & Ardila, N. (2023). *Design of a Bilingual Learning Environment framed in a Pedagogical Project and the 4 C's of 21st Century Skills as a teaching strategy aimed at improving Second Language Learning*

- processes, two primary English teachers from a* (Masters Thesis ed.). Universidad Santo Tomás.
- Hernandez Sampieri, R., Fernandez Collado, C., & Baptista Lucio, P. (2006). *Metodología de la Investigación* (4th ed.). McGraHill.
- Holden, S., & Nobre, V. (2021). *Teaching English today, context and objectives*. Intrinsic Books.
- ICFES. (2022). *Informe nacional de resultados saber 11*. Bogotá: Dirección, ICFES.
- Imbaquingo, A., & Cárdenas, J. (2023). Project-based learning as a methodology to improve reading and comprehension skills in the English language. *Education Sciences*, 13(6), 587. <https://doi.org/10.3390/educsci13060587>
- Kemmis, S., & McTaggart, R. (2000). *Participatory action research: Communicative action and the public sphere*. SAGE Publications.
- Kitsantas, A., & English, M. C. (2013). Supporting student self-regulated learning in problem-and project-based learning. *Interdisciplinary journal of problem-based learning*, 2(7), 6.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Pergamon Press.
- Kvale, S. (2022). *Las entrevistas en investigación Cualitativa* (4th ed., Vol. 1). Bibliotecólogo. https://www.libreriaunal.com/libro/las-entrevistas-en-investigacion-cualitativa_37717
- Lezcano Yepes, C. (2021). BILINGUISMO EN EL SUROCCIDENTE COLOMBIANO. CIDESCO. file:///C:/Users/57314/Downloads/INFORME-TECNICO-No.-11-BILINGUISMO-EN-LA-REGION-4.pdf
- Long, M. (n.d.). *Native speaker/non-native speaker conversation and the negotiation of comprehensible input*. (2, 126-141 ed., Vol. 4). Applied Linguistics.
- Long, M. H. (2017). *Problems in second language acquisition*. Routledge.

López, G., & Acuña, S. (2011). Aprendizaje cooperativo en el aula. *Inventio*, 7(14), 29 - 38.

<https://inventio.uaem.mx/index.php/inventio/article/view/422/508>

López Giraldo, G., & Martínez Arias, G. (2021). *Aprendizaje basado en problemas como estrategia pedagógica para el fortalecimiento de las habilidades de lectura en inglés como lengua extranjera*. Universidad Santo Tomás.

López Martínez, P. (2018). *El Aprendizaje Basado en Proyectos en la enseñanza de la historia. Propuesta de dos unidades didácticas para la Educación Secundaria Obligatoria*. UNIVERSITAT DE LES ILLES BALEARS.

Luelmo del Castillo, M. J. (2018). Origin and development of active methodologies within the Spanish educational system. *Encuentro Journal*, 27(I), 4 - 21.

https://scholar.google.es/scholar?hl=es&as_sdt=0%2C5&q=ORIGEN+Y+DESARROLLO+DE+LAS+METODOLOG%C3%8DAS+ACTIVAS+DENTRO+DEL+SISTEMA+EDUCATIVO+ESPA%C3%91OL++ORIGIN+AND+DEVELOPMENT+OF+ACTIVE+LEARNING+WITHIN+THE+SPANISH+EDUCATIONAL+SYSTEM++M%C2%AA+Jos%C3%A9+Luelmo

Macalister, J., & Nation, I.S.P. (2019). *Language Curriculum design*. Routledge.

ManpowerGroup. (2024, diciembre 19). *66 % de los empleadores colombianos reportan dificultad para encontrar talento calificado*.

<https://www.estamosenlinea.co/2023/12/19/66-de-los-empleadores-colombianos-reportan-dificultad-para-encontrar-talento-calificado>

March, A. F. (2006). Metodologías activas para la formación de competencias. *Educatio siglo XXI*, 24(1), 35 -56. <https://revistas.um.es/educatio/article/view/152/135>

Martínez R, L. A. (2007). La observación y el diario de campo en la definición de un tema de investigación. *Perfiles libertadores*, 4(80), 73 - 80.

Meléndez Dasilva, R. (2020). *Las habilidades comunicativas del idioma inglés que presentan los estudiantes de la IE 80048, Moche*. César Vallejo University.

Ministerio de Educación Nacional. (n.d.). *COLOMBIA VERY WELL, PROGRAMA NACIONAL DE INGLÉS*. https://www.mineducacion.gov.co/1759/articles-343837_Programa_Nacional_Ingles.pdf

The Ministry of Education (MEN). (2021, Septiembre 10). *Ecosistema de Escuelas Normales, superiores con Modelos Educativos Bilingües para fomentar el aprendizaje de inglés en Preescolar y Básica Primaria*. Mineducacion. Retrieved 2021, from <https://www.mineducacion.gov.co/portal/salaprensa/Noticias/406605:El-Ministerio-de-Educacion-y-el-British-Council-presentaron-el-Ecosistema-de-Escuelas-Normales-Superiores-con-Modelos-Educativos-Biling-es-para-fomentar-el-aprendizaje-de-ingles-en-Preescola>

Miranda Espinoza, N. C. (2018). “*ESTRATEGIA BASADA EN PROYECTOS EN EL APRENDIZAJE PRÁCTICO*”. <http://repositorio.utc.edu.ec/bitstream/27000/7524/1/PI-000942.pdf>.

Olarte, L., & Guzmán, L. (2022, Noviembre). *Estrategia de aprendizaje basado en proyectos paradesarrollar la habilidad comunicativa en inglés*. In *Estrategia de aprendizaje basado en proyectos paradesarrollar la habilidad comunicativa en inglés* [Fundación Universitaria Los Libertadores]. Fundación Universitaria Los Libertadores. Retrieved Octubre 23, 2023, from https://repository.libertadores.edu.co/bitstream/handle/11371/5490/OLARTE_GUZMAN_2022.pdf?sequence=1

Puente Pacheco, C. (2019). *Percepciones estudiantiles sobre el aprendizaje basado en proyectos en la educación superior del Caribe colombiano* (Tesis de maestría).

Universidad del Rosario. <https://repository.urosario.edu.co/items/75d69130-3443-44c2-a41f-4b917c388f68>

Richards, J. C. (2015). *Key issues in language teaching*. Cambridge University Press.

Annexes:

Annex 1: Letter of Authorisation to Carry out a Research Project.



INSTITUCIÓN EDUCATIVA
ESCUELA NORMAL SUPERIOR SANTA TERESITA
 APROBADA POR SECRETARIA DE EDUCACIÓN DPTAL.
 RESOLUCIÓN 02633 DE 21 SEP. DE 2011
 APROBADA POR EL MINISTERIO DE EDUCACIÓN NACIONAL
 RESOLUCIÓN 001449 DE 07 DE FEBRERO DE 2019
 No. Identificación DANE 308638000801
 NIT. 808007685-0



Sabanalarga - Atlántico, 28 de mayo de 2024.

Prot. No. 028/ 2024

Señora
NELLY JOHANA ÁLVAREZ IDÁRRAGA
Docente.
Facultad de Educación de la Universidad Santo Tomás

Reciba un cordial saludo, deseándole éxitos en sus labores profesionales

En nombre de la Escuela Normal Superior Santa Teresita, Yo, Hna. Sor Migdaly Mazo Guzmán, Rectora y representante de la Institución; autorizo a la: Hna. Milena Cecilia Vizcaino Martínez y Danna Yailin Karina Rodríguez González para que realicen las fases de su Proyecto Investigativo, titulado "Project-Based Learning to foster the development of communicative skills in Third grade of The Higher Teacher Training School", con población perteneciente a nuestra Institución, específicamente, con los estudiantes de grado tercero.

Atentamente,

H. Sor Migdaly Mazo Guzmán
Hna. Sor Migdaly Mázo Guzmán
 CC. No. 21.994.820 de Santa José de la Montaña
 Misionera Teresita
 Rectora



CALLE 21 No. 19 - 90
 E' mail: secretaria@normalere.edu.co norsanter@yahoo.es www.normalere.edu.co
SABANALARGA - ATLANTICO

Universidad Santo Tomás
Facultad de Educación
Lic. En Lenguas Extranjeras Inglés

Annex 2: Informed consent

Title: "Project-Based Learning to foster the development of communicative skills in Third grade of The Higher Teacher Training School"

General Objective

To analyze the effectiveness of Project-Based Learning on the development of communicative skills (listening and speaking), in third-grade students attending The Higher Teacher Training School.

Specific Objectives

- To assess the speaking and listening skills of third-grade elementary school students at HTTS.
- To design a project-based English curriculum for third-grade students, with an emphasis on developing oral and listening expression skills.
- To implement the project-based English curriculum with the third-grade primary school students at HTTS.
- To evaluate the learning process of listening and speaking skills in third year primary school pupils at HTTS.

Dear participant, please be clear on the following information:

- Your participation in this research is completely free and voluntary, you are at Liberty to withdraw from it at any time.
- You will not receive personal benefit of any kind for participating in this research project.
- All information obtained and the results of the research will be treated confidentially. This information will be archived on paper and electronic media. The archives of the study will be kept at the University of Santo Tomas under the responsibility of the researchers.

Universidad Santo Tomás
Facultad de Educación
Lic. En Lenguas Extranjeras Inglés

Informed consent

**Title: Project-Based Learning to foster the development of communicative skills in
Third grade of The Higher Teacher Training School**

I, _____ identified with citizenship card
No _____, having been clearly informed about the objectives and goals of this
research for academic purposes, which do not entail any physical or mental risk for the fact of
participating, I authorize to be interviewed by the trainee researchers Sr. Milena Cecilia
Vizcaino Martinez and Danna Yailin Karina Rodriguez Gonzalez students of the University
Santo Tomas, in order to inquire about the evaluation processes implemented in the educational
institution and thus be able to develop a research proposal that will strengthen the skills of
comprehension and oral production. I was informed that I could leave at any time without this
affecting me and the concerns I expressed were clarified.

In view of the above, I freely and voluntarily give my consent to participate in this interview at
my own risk. I also confirm that I have been given a copy of this consent.

Signed on the 29th day of May of this year.

Signature of researcher

Signature of interviewee

Annex 3: Initial Diagnostic Test - Starters (Listening and Speaking)***Pre Test:***

Questionnaire Movers Mock Test:

<https://www.cambridgeenglish.org/images/153310-movers-sample-papers-volume-2.pdf>

Go to the **Introduction** to download the Listening sample test.

Movers Listening

Centre Number		Candidate Number	
---------------	--	------------------	--

Cambridge Young Learners English

Movers Listening

Sample Paper



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

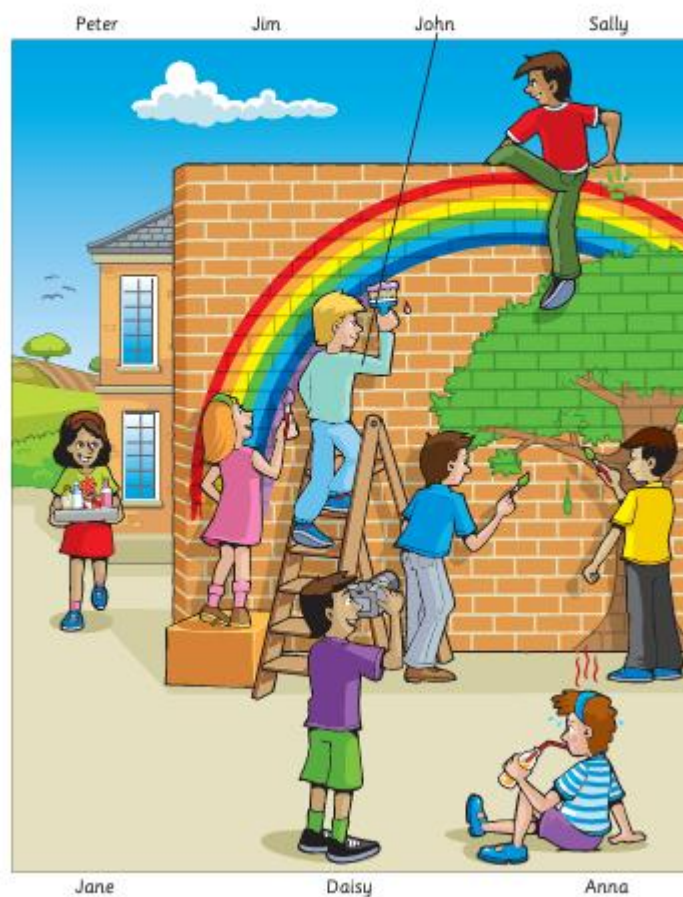
There are 25 questions.
You will need coloured pens and pencils.

My name is:

Part 1

– 5 questions –

Listen and draw lines. There is one example.



Part 2

– 5 questions –

Listen and write. There is one example.

THE ZOO








When? Tuesday

1 How many kinds of animals:

2 Biggest animal:

3 Favourite animal:

4 Favourite animal's food:

5 Name of zoo: Zoo

Part 3

– 5 questions –

What did Sally do last week?

Listen and draw a line from the day to the correct picture.

There is one example.



Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday



Part 4

– 5 questions –

Listen and tick (✓) the box. There is one example.

Where did Jim see the film?

A ☐B ☐C ☒

1 Where did the rabbits in the film go?

A ☐B ☐C ☐

2 Where did the children have their lunch?

A ☐B ☐C ☐

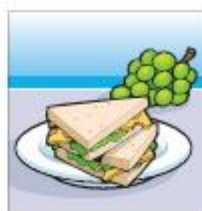
3 What did the children eat?



A ☐



B ☐



C ☐

4 What did the children do after lunch?



A ☐



B ☐



C ☐

5 What did Jim's friends give him?



A ☐



B ☐



C ☐

Part 5

– 5 questions –

Listen and colour and write. There is one example.

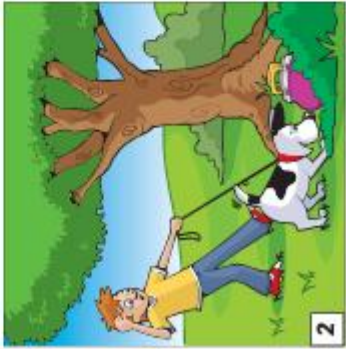


Movers Speaking

Summary of Procedures

The usher introduces the child to the examiner. The examiner asks how old the child is.

- 1 The examiner asks the child to describe several differences between the two Find the Differences pictures, e.g. 'This is a bird but this is a cat.'
- 2 The examiner tells the child the name of the story and describes the first picture e.g. 'Fred is sad. He can't play football. His ball is very old. His mum's saying, "Take the dog to the park."' The examiner then asks the child to continue telling the story.
- 3 The examiner demonstrates how to do this task with the first set of four odd-one-out pictures and then asks the child to choose one picture in the other three sets and say which is different and why. For example, 'These are all animals, but this is a sweater.'
- 4 The examiner asks questions about the child, e.g. 'Who's the youngest in your family?'



MOVERS SPEAKING. Picture Story

Movers Speaking



MOVERS SPEAKING. Odd-one-out

Post Test: Final Diagnostic Test - Movers

[Pre A1 Starters, A1 Movers and A2 Flyers Sample Paper Volume 1](#)

 Download the audio files for the sample paper here:
cambridgeenglish.org/movers-audio-sample-v1



CAMBRIDGE
English

Centre Number

Candidate Number

A1 Movers

Listening

There are 25 questions.

You have 25 minutes.

You will need a pen or pencil.

My name is:

Copyright © 2024 Cambridge University Press & Assessment

A1 Movers Listening

Part 1

– 5 questions –

Listen and draw lines. There is one example.



Part 2

– 5 questions –

Listen and write. There is one example.



Going to the zoo

- Going to zoo today by: train
- 1 Name of zoo: Jungle
- 2 Number of different kinds of animals:
- 3 Can give food to:
- 4 Animal food in store next to:
- 5 Food on train: and lemonade

Part 3

– 5 questions –

Mrs Castle is telling Sally about the people in her family and about their different hobbies. Which is each person's favourite hobby?

Listen and write a letter in each box. There is one example.



her parents

H



her uncle



her son



her cousin



her brother



her daughter

**A****B****C****D****E****F****G****H**

Part 4

– 5 questions –

Listen and tick (✓) the box. There is one example.

What is the DVD about?



A ☒



B ☐



C ☐

1 Who is Vicky's piano teacher?



A ☐



B ☐



C ☐

2 What clothes does Nick want to wear at school today?



A ☐



B ☐



C ☐

3 Where did Peter find the shell?



A ☐



B ☐



C ☐

4 What is Daisy doing now?



A ☐



B ☐



C ☐

5 What sport did Anna get a cup for?



A ☐



B ☐



C ☐

Part 5

– 5 questions –

Listen and colour and write. There is one example.



Annex 4: Observation Guide:

Observation Guide:					
Project-Based Learning to foster the development of English communicative skills in Third grade of “Escuela Normal Superior de Santa Teresa”					
Observer's name					
Date					
Subject					
Objective: To observe the reception and production of the language of the selected population during the development of the project.					
Category	Subcategories	Reflection			
Use of English as a Second Language		High Level	Medium Level	Low Level	Comments or Examples
	Actively listens to instructions in English.				
	Pronounces key words clearly and accurately.				
	Responds comprehensively to oral questions.				
	Uses context-appropriate phrases or vocabulary.				
	Participates spontaneously in English during activities.				

Oral Interaction Skills	Speaks fluently, without excessive pauses or repetitions.				
	Responds appropriately during conversational turns.				
	Ask questions to clarify or contribute to the discussion.				
	Uses gestures, tone, and voice modulation to support communication.				
	Shows respect while listening to peers.				
Active Participation	Actively engages in project activities.				
	Initiates conversations related to the task or project.				
	Contributes relevant and original ideas to the group.				
	Responds appropriately to others' contributions.				
	Works cooperatively and collaborates with teammates.				

General Progress in Oral Communication	Shows increased confidence when speaking in English.				
	Uses more complex or correctly structured sentences.				
	Reduces frequent pronunciation or grammatical errors.				
	Participates more frequently in group discussions.				
	Integrates listening and speaking skills to communicate effectively.				

Source: Own elaboration.

Additional Notes:

Annex 5: Academic Monitoring Rubric

Use of English as a Second Language

Listening Comprehension

Level	Description
Excellent	Fully understands oral messages, even with accents and unfamiliar vocabulary.
Good	Understands most oral messages, but may have difficulty with accents or new vocabulary.
Satisfactory	Understands some parts but needs effort to grasp main ideas and details.
Needs Improvement	Struggles to understand oral messages and often requires additional explanation.

Pronunciation

Level	Description
Excellent	Clear and accurate pronunciation, close to native level.

Good	Generally clear pronunciation, with minor difficulties on specific sounds.
Satisfactory	Understandable pronunciation, but frequent errors that occasionally hinder comprehension.
Needs Improvement	Incorrect or unclear pronunciation, making it difficult to understand the message.

Oral Production

Level	Description
Excellent	Expresses ideas fluently and precisely, with a wide vocabulary range.
Good	Clear expression with adequate grammar control and appropriate vocabulary.
Satisfactory	Basic oral expression, with limitations in vocabulary use and grammatical structures.
Needs Improvement	Limited oral expression, with evident difficulties in vocabulary and grammar use.

Fluency

Level	Description
Excellent	Speaks with great fluency, no unnecessary pauses, and maintains a suitable rhythm.
Good	Speaks fluently, but may have occasional pauses or interruptions.
Satisfactory	Speaks with difficulty maintaining a fluent rhythm, frequent and repetitive pauses.
Needs Improvement	Has difficulty speaking fluently and maintaining an appropriate rhythm.

Oral Interaction Skills

Verbal Fluency

Level	Description
Excellent	Expresses ideas fluently without difficulties, using a variety of structures and vocabulary.
Good	Expresses ideas fluently, though with occasional repetitions or hesitations.
Satisfactory	Expresses ideas understandably, but with frequent pauses and repetitions.
Needs Improvement	Has difficulty producing sentences and makes frequent pauses or repetitions.

Clarity and Coherence

Level	Description
Excellent	Presents ideas in a clear, logical, and well-organized manner.
Good	Presents ideas clearly, though occasionally with minor lapses in organization or sequencing.
Satisfactory	Ideas are sometimes unclear or not presented in a logical sequence.
Needs Improvement	Ideas are not communicated clearly or coherently, hindering understanding of the message.

Active Listening

Level	Description
Excellent	Listens attentively, shows understanding, and responds appropriately to others' messages.
Good	Listens well and responds appropriately, though sometimes distracted or not fully responsive.

Satisfactory	Listens, but responses or reactions are not always relevant or complete.
Needs Improvement	Listens superficially, does not respond appropriately, or shows lack of understanding of others.

Turn-taking

Level	Description
Excellent	Actively participates in conversations, maintaining a good balance in taking turns.
Good	Participates in conversations, but sometimes struggles to wait for their turn or interrupts.
Satisfactory	Participates, but often interrupts or doesn't know when to speak.
Needs Improvement	Struggles with taking turns in conversation, frequently interrupts or doesn't participate enough.

Active Participation

Engagement and Attention

Level	Description
Excellent	Remains focused, shows interest and commitment in all activities.
Good	Generally engaged, though sometimes distracted or shows little interest.
Satisfactory	Engagement varies, and sometimes shows lack of interest in activities.
Needs Improvement	Not engaged in activities and frequently distracted.

Initiation of Conversation

Level	Description
Excellent	Initiates conversations confidently, proposing interesting and appropriate topics.
Good	Occasionally initiates conversations, but sometimes depends on others to start the interaction.
Satisfactory	Rarely initiates conversations, often waiting for others to start the interaction.
Needs Improvement	Never or rarely initiates conversations.

Contribution to Conversation

Level	Description
Excellent	Makes significant and relevant contributions, adding new ideas and enriching the conversation.
Good	Makes significant and relevant contributions, adding new ideas and enriching the conversation.
Satisfactory	Contributes in a limited way, and sometimes their interventions are unclear or irrelevant.
Needs Improvement	Does not contribute to the conversation, with minimal or irrelevant input.

Source: Own elaboration.

Annex 6: Instrument Application Guarantees



DEGREE PROJECT

University Santo Tomás

Mr. Jaider Diaz Noriega

Cordial Greetings

We are writing to you with the purpose of requesting your valuable collaboration of knowledge of the items that confirm the instrument "Guía de observación" that will be used to collect the information required in the investigation entitled: "Project-Based Learning to foster the development of English communicative skills in Third grade of Escuela Normal Superior de Santa Teresa".

Because of your professional experience and academic merits, I have selected you for the validation of this instrument, your observations and recommendations will contribute to improve the final version of my work.

The objective of this work is to develop a project-based pedagogical strategy to strengthen the communicative skills in English (listening/speaking) as a second language of third grade students of the Escuela Normal Superior de Santa Teresa. For this, it is necessary to design an observation guide that allows the researcher to verify and analyze the observed data. Thus, your knowledge is required to objectively evaluate the scope of the observation guide in the following grid.

We thank you in advance for your valuable input.

Sincerely, students:

Sr. Milena Cecilia Vizcaino Martinez

Danna Yailin Karina Rodriguez Gonzalez



Lic. En Lenguas Extranjeras Inglés

INSTRUMENT VALIDATION GRID

Below you will find the validation grid for the "Observation Guide" instrument. Mark in the score box your concept of the score.

	Excellent	Good	Acceptable	Poor.
Item wording.	X			
Clarity and precision	X			
Relevance	X			
Congruence of the items	X			
Content management.	X			

Signature

Jaider Diaz Noriega

Licenciado en gestión educativa

Especialista en gestión de la calidad

Especialista en estudios pedagógicos Magister en Educación

**DEGREE PROJECT****University Santo Tomás**

Mr. Jesús Blanco sobrino

Cordial Greetings

We are writing to you with the purpose of requesting your valuable collaboration of knowledge of the items that confirm the instrument "Guía de observación" that will be used to collect the information required in the investigation entitled: "Project-Based Learning to foster the development of English communicative skills in Third grade of 'Escuela Normal Superior de Santa Teresa'".

Because of your professional experience and academic merits, I have selected you for the validation of this instrument, your observations and recommendations will contribute to improve the final version of my work.

The objective of this work is to develop a project-based pedagogical strategy to strengthen the communicative skills in English (listening/speaking) as a second language of third grade students of the Escuela Normal Superior de Santa Teresa. For this, it is necessary to design an observation guide that allows the researcher to verify and analyze the observed data. Thus, your knowledge is required to objectively evaluate the scope of the observation guide in the following grid.

We thank you in advance for your valuable input.

Sincerely, students:

Sr. Milena Cecilia Vizcaino Martinez

Danna Yailin Karina Rodriguez Gonzalez



Lic. En Lenguas Extranjeras Inglés

INSTRUMENT VALIDATION GRID

Below you will find the validation grid for the "Observation Guide" instrument. Mark in the score box your concept of the score.

	Excellent	Good	Acceptable	Poor.
Item wording.	X			
Clarity and precision		X		
Relevance	X			
Congruence of the items	X			
Content management.		X		

Signature

Jesús Blanco sobrino

Licenciado en Lenguas Extranjeras con Énfasis en inglés y Francés Universidad del Atlántico

Docente de Inglés en la Universidad del Atlántico

Annex 7: Guidelines for Monitoring The Development of Strategies -Project

Guide Week 1 - Class 1

Lesson Number: <u>1</u>		Topic: My Community and basic vocabulary.
Institution: Escuela Normal Superior de Santa Teresa		
Pre-service teacher's name: _____ Sr. Milena Cecilia Vizcaino Martinez Danna Yailin Karina Rodriguez Gonzalez _____		
Grade/ Level: _____ 3 _____		
Date of implementation: _____ Duration: <u>(120 minutes)</u>		
Learning objective: Students are introduced to the "My Community" project and learn basic vocabulary related to places in the community (such as the school, the park, the library, the hospital) through exposure and guided practice in English using the PPP model.		
Learning outcome: -Recognize and correctly name, in English, the places presented (for example: "This is a school", "This is a park"). -Respond in a simple way to oral questions such as "What is this?" or "Where is this?". -Repeat and correctly pronounce key words associated with the topic "My Community", demonstrating a basic level of communication in English.		
Warm up		
Introduce the topic "My Community" explaining briefly what it is about. EXAMPLE: Hello everyone! Today we are going to start a very interesting topic called My Community. In our community there are many important places, such as schools, parks, libraries and hospitals. In the next few classes, we will learn the names of these places in English and practice talking about them. Connect with students' context: Ask students: "What places do you have in your neighborhood? "Think about the places you visit every day: is your school near a park? Do you know where the library is? Today we will learn how to say these places in English."		Time

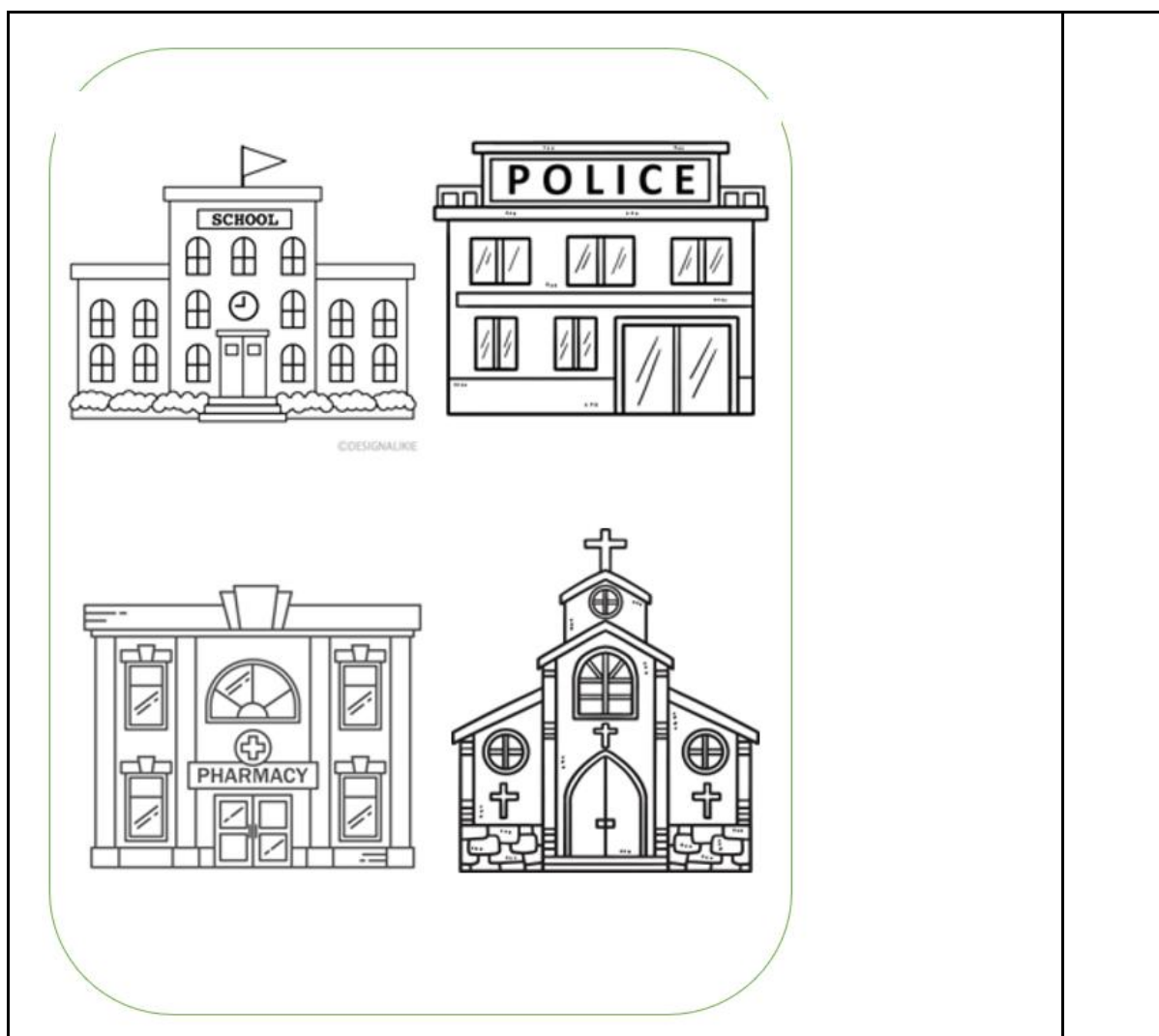
Presentation	
Show pictures of different places in the community and say the word in English. Using Pictures to Introduce Vocabulary. Present pictures on the board or on a projector. For example: A picture of a school. Model pronunciation and vocabulary. For each picture, the teacher says aloud: "This is a school." "This is a park." Use simple questions: "What is this?" and "Where is this?" to link picture and word. Teacher shows the picture of the school and asks: "What is this?" (Expect students to respond, "It is a school.")	Time
Practice	
Choral repetition: Students repeat each word after the teacher. Match the picture" game: Distribute cards and ask students to match pictures with words. (Here you can print the pictures and names separately, give some students the pictures and others the names and have them match them or glue them on the board and form the pairs. Guided mini-dialogue: The teacher models simple sentences ("This is a school. It is big.").	Time
Production	
Individual activity: Each student chooses a picture and says aloud "This is a ..." using the corresponding word. Immediate feedback from the teacher.	Time
Assessment and evaluation	
Summary of what has been learned and comprehension check questions. Teacher conducts a brief review: "Today we learned about different places in our community: school, park, library, and hospital."	Time

Use the pictures again and ask, "What is this?" to ensure comprehension.	
Resources  Hospital hospital Pharmacy farmacia Church iglesia Bookstore librería Bank banco Bakery panadería	

Guide Week 1 - Class 2

Lesson Number: <u>2</u> Topic: Consolidation of community vocabulary Institution: <u>Escuela Normal Superior de Santa Teresa</u> Pre-service teacher's name: <u>Sr. Milena Cecilia Vizcaino Martinez</u> <u>Danna Yailin Karina Rodriguez Gonzalez</u> Grade/ Level: <u>3</u> Date of implementation: _____ Duration: <u>(120 minutes)</u>
Learning objective: Reinforce and consolidate the basic community-related vocabulary introduced in the previous class, and begin to form simple sentences in English.
Learning outcome: Identify and correctly name vocabulary related to places in the community (e.g., school, park, library, hospital). Form and complete simple sentences in English using basic structures such as "This is a..." or "I go to...". Demonstrate increased confidence in pronunciation and vocabulary use through oral activities and interactive exercises.
Warm up
Procedure

Brief review of the previous day's key words through an interactive activity ("What is this?").	Time
Introduction of two or three additional words if relevant ("post office," "restaurant").	
Presentation	
Paired activity: One student shows the image and the partner says the word (Here you can print these images for them to color).	Time
Writing exercise: Complete short sentences such as "This is a ..." with the words learned (this can be done on the board and in the notebooks).	
Practice	
Adapted "Simon Says" activity: "Show me the park" and the student points to the corresponding picture (here you can paste the colored pictures on the board, and have the students point to each one).	Time
Production	
Each student creates a mini "card" of his or her favorite place in the community and presents it in a simple sentence ("This is my favorite place. It is a park.").	Time
Sharing and collective correction.	
Review of what they have worked on and assign a short homework assignment: draw their "favorite place" and write the name in English.	
Assessment and evaluation	
Immediate feedback from the teacher.	
Resources	



Guide Week 2 - Class 1

Lesson Number: 3 **Topic:** Forming simple sentences about the community

Institution: Escuela Normal Superior de Santa Teresa

Pre-service teacher's name: Sr. Milena Cecilia Vizcaino Martinez

Danna Yailin Karina Rodriguez Gonzalez

Grade/ Level: 3

Date of implementation: _____ Duration: (120 minutes)	
Learning objective: Students will be able to identify and use the structures “This is my ...” and “I go to ...” in simple sentences.	
Learning outcome: Students will be able to describe places in their community using basic English sentences. Students will participate in interactive activities to reinforce sentence construction and pronunciation.	
Warm up	
The teacher shows pictures of different places in the community (school, park, supermarket, hospital, library, etc.). A brief brainstorming session is held asking the students: What places do you know in your community? The names of the places are repeated together in English.	Time
Presentation	
Teacher shows pictures and uses body language to introduce key structures: “This is my school.” “I go to the park.” Students repeat after the teacher and practice pronunciation. Directed questions are used to check comprehension: - Is this a school? - Where do you go on Sundays?	Time
Practice	
Repetition in chorus and in pairs: Students repeat sentences aloud with the teacher. They practice with a partner using picture cards and key words. “Sentence completion” activity. Cards with different parts of a sentence are distributed. Students must put them together to form complete sentences, for example: “This is my...” + “house.” “I go to...” + “the supermarket.” Sentences are read aloud. Directed oral exercises with visual support:	Time

Pictures are shown and students must respond with the corresponding sentence.	
Production	
Role-play in pairs: One student asks, "Where do you go?" The other responds, "I go to the ..." They switch roles and practice with different places. Sharing and correction: Some volunteers share their answers with the class. Teacher makes corrections and gives positive feedback.	Time
Assessment and evaluation	
Observation: Participation, pronunciation and sentence structure are evaluated during oral practice. General feedback: Learned structures are summarized. Points that caused the most difficulty are reinforced. Students are motivated with praise and encouraged to continue practicing.	Time
Resources: Slate and markers. Flashcards with images and model phrases.	



Writing cards.

Printable notepad:

Complete the sentence



- This is my _____
- I go to the _____
- I visit the _____
- This is the _____
- I play in the _____

Guide Week 2 - Class 2

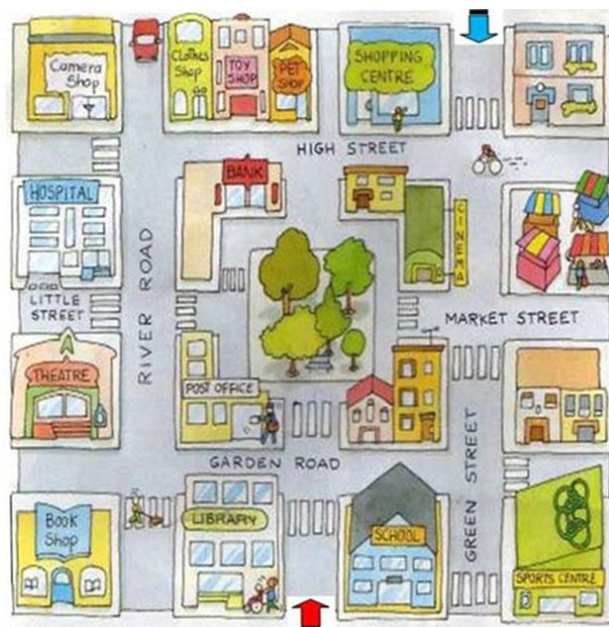
Lesson Number: <u>4</u> Topic: Expansion of descriptive structures and adjectives Institution: <u>Escuela Normal Superior de Santa Teresa</u> Pre-service teacher's name: <u>Sr. Milena Cecilia Vizcaino Martinez</u> <u>Danna Yailin Karina Rodriguez Gonzalez</u> Grade/ Level: <u>3</u> Date of implementation: _____ Duration: <u>(120 minutes)</u>	
Learning objective: Students will identify and correctly use English directional words and prepositions of place.	
Learning outcome: Students will be able to give and follow simple directions using the vocabulary learned. Students will be able to answer questions about the location of places on a map.	
Warm up: Simon Says Game: The teacher gives instructions such as "Turn left", "straight ahead", "Turn right", and students must move as directed. Trigger questions: Teacher asks "Where is the door?", "Where is the window?" for students to use prepositions such as next to and in front of.	
Procedure	
Introducing vocabulary with visual flashcards and mime for left, right, straight, next to. Use of a map on the board to model phrases such as "The bank is next to the library." and "Go straight, then turn left." Interactive demonstration: teacher chooses a student and points out directions using the classroom as a reference.	Time
Practice	
Exercises in pairs: Each pair receives a mini map. One student gives directions following a starting point and the other follows with a finger on the map. Guided activity:	Time

The teacher shows a map on the board and gives instructions, “Go left”, “Turn right”, “Walk straight”. Students respond by pointing to the correct destination on the map.	
Production	
Role-play in pairs: One student asks “Where is the park?” The other responds “It is straight ahead, then left.” Sharing: Some pairs present their interaction in front of the class.	Time
Assessment and evaluation	
Observation during practice: students are evaluated if they follow and give instructions correctly. Interaction in role-play: It is observed whether they use appropriate directions and structure their responses well. Correction and feedback: Pronunciation and accuracy of sentences are reinforced at the end of the lesson.	
Resources: Visual cards:	

GIVING DIRECTIONS



Map on the blackboard/ Printable Map



Guide Week 3 - Class 1

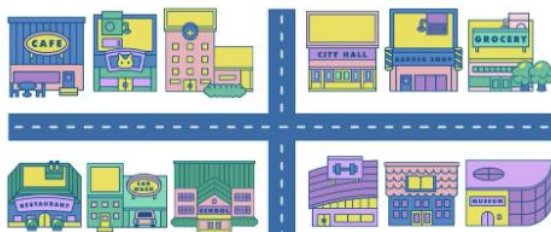
Lesson Number: <u>5</u> Topic: Introduction to vocabulary for directions and prepositions Institution: <u>Escuela Normal Superior de Santa Teresa</u> Pre-service teacher's name: <u>Sr. Milena Cecilia Vizcaino Martinez</u> <u>Danna Yailin Karina Rodriguez Gonzalez</u> Grade/ Level: <u>3</u> Date of implementation: _____ Duration: (120 minutes)	
Learning objective: To familiarize students with directional vocabulary (left, right, straight, next to, Opposite, In front of, on the corner) and its use in location contexts.	
Learning outcome: Students will be able to understand and use basic directional vocabulary (left, right, straight, next to, Opposite, In front of, on the corner) in real-life contexts to give and follow directions.	
Warm up:	
Play a quick TPR (Total Physical Response) game where the teacher gives commands like "Turn left," "Go right," "Walk straight," and students follow the instructions by physically moving. Show flashcards with images representing each direction and ask students to point in the correct direction.	Time
Presentation	
Introduce the vocabulary: "left, right, straight, next to." Use a large map or interactive board to model sentences like, "The hotel is next to the museum." Demonstrate movement on the map by tracing different routes while saying the directions aloud. Ask students simple comprehension questions: "Where is the zoo?" "Is the hospital next to the hotel?"	Time

Practice	
Guided Practice: Display a simple map and give oral commands ("Go left," "Turn right"). Students respond by pointing or tracing the correct path. Pair Work: Each pair receives a mini-map. One student gives a direction, and the other follows it. Rotate roles after a few turns. They are given a printed guide to complete.	Time
Production	
Role-Play: In pairs, one student asks for directions ("Where is the cinema?"), and the other responds ("It is straight ahead, then left."). Some pairs present their exchanges to the class.	Time
Assessment and evaluation	
Quick oral quiz where students listen to a direction and identify the correct movement. Group reflection: Ask students to share one thing they learned and one thing they found challenging. Teacher provides feedback and reinforces key vocabulary.	
Resources	
guide to complete.	

Name: _____ Date: _____

Prepositions of place

Look at the map and complete the sentences with prepositions from the box. You may need to use each preposition more than once.



IN NEXT TO BETWEEN OPPOSITE IN FRONT OF ON THE CORNER

1. There is a cafe _____.
2. There is a car wash _____ the restaurant.
3. There is a gym _____ the school.
4. There is a library _____ the gym and the museum.
5. There are trees _____.
6. There is a car _____ the car wash.
7. There are plants _____ the restaurant.
8. There is a barber shop _____ the library.
9. There is a pet shop _____ the cafe and the hospital.
10. There is a grocery _____ the barber shop.

Map on the blackboard/ Printable map



--	--

Guide Week 3 - Class 2

Lesson Number: <u>6</u> Topic: Combining places and addresses Institution: <u>Escuela Normal Superior de Santa Teresa</u> Pre-service teacher's name: <u>Sr. Milena Cecilia Vizcaino Martinez</u> <u>Danna Yailin Karina Rodriguez Gonzalez</u> Grade/ Level: <u>3</u> Date of implementation: _____ Duration: <u>(120 minutes)</u>	
Learning objective: Students will identify and correctly use English directional words and prepositions of place.	
Learning outcome: Engage students in a quick brainstorming session where they list as many places in a community as they can. Play a quick matching game where students match place names (park, school, bank) with corresponding images.	
Warm up	
Quick review of place and direction vocabulary (next to, far from, across from, between). Teacher models sentences using a map: Example: "The park is next to the school." Example: "The hospital is far from the bank." Ask students to repeat and create their own examples	Time
Presentation	
Quick review of place and direction vocabulary (next to, far from, across from, between). Teacher models sentences using a map: Example: "The park is next to the school." Example: "The hospital is far from the bank."	Time

Ask students to repeat and create their own examples. Teacher provides a printed guide to complete	
Practice	
Group Activity: Provide small printed or hand-drawn maps. Students, with teacher guidance, place labels on different locations and mark directions using arrows. Oral Exercise: Each group describes the location of two or three places on their map using full sentences. Peers and teacher provide feedback on accuracy and pronunciation.	Time
Production	
Role-play Activity: Students pair up; one asks for directions ("How do I get to the hospital?") while the other provides step-by-step instructions using complete sentences. Students switch roles. Teacher listens, provides corrections, and encourages fluency.	Time
Assessment and evaluation	
Summative Assessment: Each student independently describes a route from one place to another using complete sentences. Teacher assesses comprehension and correct use of vocabulary and directions. Formative evaluation: Brief question and answer session to clarify doubts. Recap of the key points covered in the lesson.	Time
Resources	
Guide of Images with names to match:	

Name: _____Date: _____

Places in the city

Look at the pictures and write the names of the places in the city

House	Buildings	Park	Library
Church	Restaurant	Shop	Cinema
School	Supermarket	Hotel	Hospital

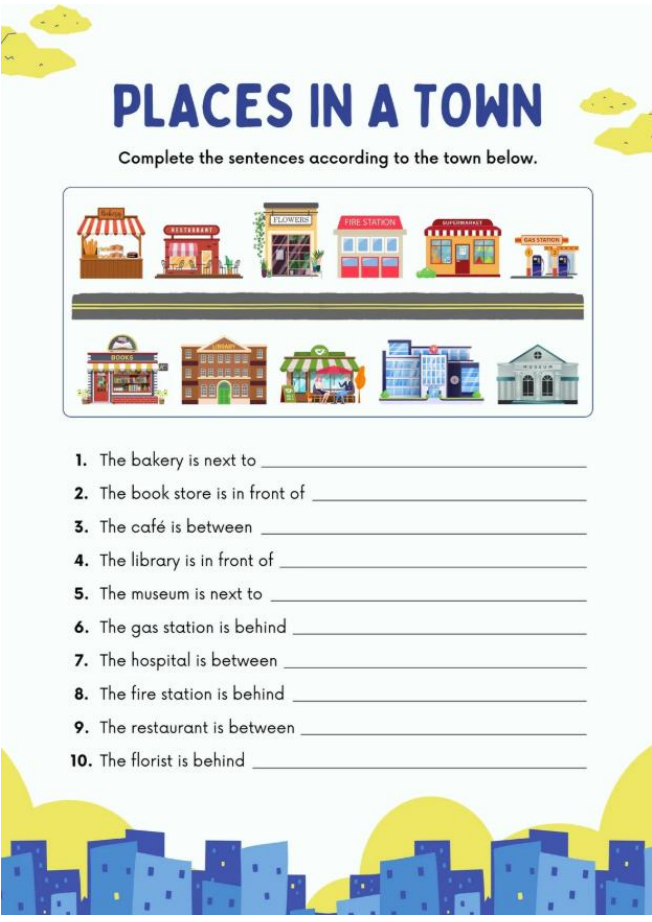
Map to place labels:



Map and Directions



Guide to complete:



PLACES IN A TOWN

Complete the sentences according to the town below.



1. The bakery is next to _____
2. The book store is in front of _____
3. The café is between _____
4. The library is in front of _____
5. The museum is next to _____
6. The gas station is behind _____
7. The hospital is between _____
8. The fire station is behind _____
9. The restaurant is between _____
10. The florist is behind _____

Guide Week 4 - Class 1

Lesson Number: 7 **Topic:** Introduction to the project: Creating the Community Map

Institution: Escuela Normal Superior de Santa Teresa

Pre-service teacher's name: Sr. Milena Cecilia Vizcaino Martinez

Danna Yailin Karina Rodriguez Gonzalez

Grade/ Level: 3

Date of implementation: _____ **Duration:** (120 minutes)

Learning objective:

Present the final project: elaborate a map of the community in groups, integrating vocabulary and structures learned.

Learning outcome:

Students will be able to plan and begin creating a map of their community in groups,

integrating vocabulary and structures learned in English.	
Warm up:	
Project a short video of places in the city. Ask students what places they know in their community and how they can locate them on a map. Quick game: "Guess the Place," where the teacher describes a place, and students try to guess what it is.	Time
Presentation:	
Explain the final project: creating a community map in groups. Show examples of maps and analyze their components (places, directions, labels in English). Explain the evaluation criteria and the importance of oral presentation when describing places. Write key vocabulary and useful structures on the board for the activity.	Time
Practice	
Group Brainstorming: Discuss what places to include and how to represent them on the map. List ideas on a sheet and share them with the class. Initial Sketch: Each group creates a quick sketch on paper, guided by the teacher. Identify key points such as streets, buildings, and public spaces.	Time
Production	
Each group begins creating their map on a large sheet of paper. Assign roles within the group (designer, writer, presenter). The teacher circulates around the classroom, providing feedback and ensuring proper vocabulary use.	Time
Assessment and evaluation	
Each group briefly shares their progress and explains which places they have	

included.

The teacher and classmates provide positive feedback and suggest improvements.

Homework is assigned for the next class: continue working on the map and prepare brief descriptions of the places in English.

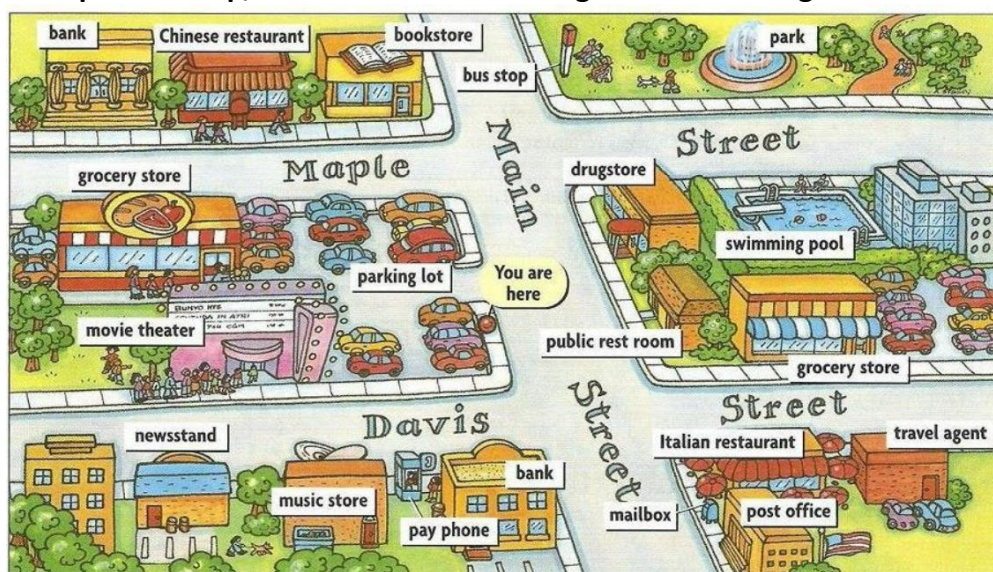
Resources

link video: <https://youtu.be/o3ghpdHWMwl?si=JKMgyN-wNzop2Axl>



Paper and pencil to make the map sketch.

Example of a map, so that students can be guided in creating their own.



Guide Week 4 - Class 2

Lesson Number: <u>8</u> Topic: Community Map Expansion and Details Institution: <u>Escuela Normal Superior de Santa Teresa</u> Pre-service teacher's name: <u>Sr. Milena Cecilia Vizcaino Martinez</u> <u>Danna Yailin Karina Rodriguez Gonzalez</u> Grade/ Level: <u>3</u> Date of implementation: _____ Duration: <u>(120 minutes)</u>	
Learning objective: Expanding and Detailing the Community Map	
Learning outcome: Students will expand their community vocabulary by learning new places and how to describe their locations. Students will create and present a detailed community map using descriptive sentences in English. Students will improve their ability to give and understand location descriptions through collaborative activities.	
Warm up	
Introduction of additional vocabulary ("post office," "restaurant," "supermarket"). The teacher presents examples of descriptive labels and sentences in English. Example: "This is the supermarket. It is near the park." Example: "The post office is between the bank and the library." Students repeat and create their own examples.	Time
Presentation	
Introduction of additional vocabulary ("post office," "restaurant," "supermarket"). The teacher presents examples of descriptive labels and sentences in English. Example: "This is the supermarket. It is near the park." Example: "The post office is between the bank and the library." Students repeat and create their own examples.	Time

Practice	
Group Activity: Each group works on creating their community map using art materials (paper, colors, stickers). They assign labels to different places and write short descriptive sentences about their locations. Example: "The restaurant is across from the supermarket." Teacher Supervision: The teacher helps with sentence structure and checks accuracy. Corrections and grammar reinforcement are provided.	Time
Production	
Peer Presentation: Each group presents their community map to another group. They describe the locations and listen to their classmates' descriptions. Feedback and Adjustments: Groups give feedback and improve their maps based on suggestions.	Time
Assessment and evaluation	
Group reflection on what they learned in class. Each student shares a new word or structure they learned.	
Resources Images with names to match (post office, restaurant, supermarket, etc.).	



PLACES IN TOWN VOCABULARY



Instructions: Look at the pictures of various buildings commonly found in a town. Can you correctly identify each building and match it with its corresponding name?

Shopping Mall - Bookshop - Library - Boutique
Butcher - Greengrocer - Hospital - Cafe
Pharmacy - Shoe Store - Cinema - Bakery



Blank or drawn map with different places (park, hospital, supermarket, restaurant, etc.).

Stickers or small cards to place names on the map.

Artistic materials (paper, colors, stickers) to make the map.



Guide Week 5 - Class 1

Lesson Number: 9 **Topic:** Role-Play: Asking and Giving Directions

Institution: Escuela Normal Superior de Santa Teresa

Pre-service teacher's name: Sr. Milena Cecilia Vizcaino Martinez

Danna Yailin Karina Rodriguez Gonzalez

Grade/ Level: 3

Date of implementation: _____ **Duration:** (120 minutes)

Learning objective: Practice dialogues focused on asking for and giving directions using the vocabulary and structures learned.

Learning outcome:

Students will be able to engage in dialogues where they ask for and give directions using learned vocabulary and structures.

Warm up	
Quick game: "Find the Place." The teacher describes a place using directions, and students try to guess which place it is. Ask students if they have ever asked for or given directions in real life and discuss their experiences.	Time
Presentation:	
The teacher models a role-play dialogue: Example: A: "Excuse me, where is the bank?" B: "It is next to the library." Review useful expressions and key vocabulary related to directions. Write example sentences on the board and practice pronunciation as a class.	Time
Practice	
Students practice the dialogue in pairs, first using a script and then in a semi-structured way. Each pair receives a mini-map to guide their conversations. The teacher circulates, correcting pronunciation and fluency while providing feedback.	Time
Production	
Some pairs perform their role-play in front of the class. Immediate feedback and positive reinforcement from the teacher and classmates.	Time
Assessment and evaluation	
Final review of key expressions and common mistakes.	

Assign homework: practice dialogues at home by creating new scenarios.

Open discussion: students share what they found easy or challenging in the activity.

Resources



Guide Week 5 - Class 2

Lesson Number: 10 **Topic:** Role-Play: Describing the Community

Institution: Escuela Normal Superior de Santa Teresa

Pre-service teacher's name: Sr. Milena Cecilia Vizcaino Martinez

Danna Yailin Karina Rodriguez Gonzalez

Grade/ Level: 3

Date of implementation: _____ **Duration:** (120 minutes)

Learning objective: Role-Play – Describing the Community

Learning outcome: Students will develop their oral skills by describing a community using complete sentences and learned vocabulary. Students will improve their ability to give and understand location descriptions in English. Students will practice structured speaking through guided and independent role-plays.	
Warm up	
Quick review of location expressions (next to, across from, near, on the right of). Short oral activity: students answer simple questions ("Where is the cinema?").	Time
Presentation	
The teacher models an oral description of a community: Example: "In my community, the cinema is next to the bakery. The gym is across from the bookstore." Review of key phrases for giving directions and describing places.	Time
Practice	
Small group activity: In groups, students take turns describing different areas of their community (real or imagined). Use of question cards to guide the descriptions (e.g., "Where is the cinema?" "What is near the gym?"). Teacher provides them with the question guide. Teacher provides corrections and support.	Time
Production	
Mini presentations: Divide into groups to create a description of a community.	Time

Each group presents their description of a community to another section of the class.
Students give and receive feedback on pronunciation and clarity.

Assessment and evaluation

Formative Assessment:

Reflection on strategies for clear descriptions.
Reminders of key evaluation criteria for the final presentation.

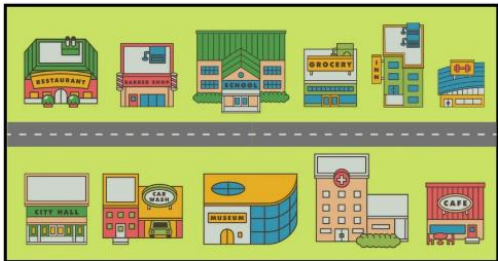
Resources

Imágenes o fotos de lugares de la comunidad (por ejemplo, cine, panadería, gimnasio, librería, café, parada de bus).

Guiding question card.

PLACES IN TOWN

Look at the picture and answer the questions below.



1- Where is the restaurant? _____

2- Where is the barber shop? _____

3- Where is the school? _____

4- Where is the car wash? _____

5- Where is the museum? _____

6- Where is the hospital? _____

7- Where is the cafe? _____

8- Where is the gym? _____

Guide Week 6 - Class 1

Lesson Number: <u>11</u> Topic: Completion and Testing of the Community Map Project Institution: <u>Escuela Normal Superior de Santa Teresa</u> Pre-service teacher's name: <u>Sr. Milena Cecilia Vizcaino Martinez</u> <u>Danna Yailin Karina Rodriguez Gonzalez</u> Grade/ Level: <u>3</u> Date of implementation: _____ Duration: <u>(120 minutes)</u>	
Learning objective: Students will complete the community map and rehearse their final oral presentation.	
Learning outcome: Students will be able to give and follow simple directions using the vocabulary learned. Students will be able to answer questions about the location of places on a map.	
Warm up	
Brief review of the evaluation criteria for the final presentation. Discussion on what makes a presentation clear and effective.	
Presentation:	
Detailed review of the evaluation criteria. The teacher presents an example of a well-structured presentation. Discussion on strategies for public speaking and audience engagement.	Time
Practice	
Group work: Rehearsing the oral presentation, with each member practicing their part. Internal feedback within the group. The teacher circulates, offering suggestions and corrections to improve fluency and pronunciation.	Time

Production	
Presentation rehearsal in front of another pair or small group. Video recording (if possible) for self-evaluation and performance analysis.	Time
Assessment and evaluation	
General feedback on the presentations. Group reflection on areas for improvement. Preparation for the final presentation in the next class.	
Resources	

PLACES IN TOWN



PARK



SCHOOL



PLAYGROUND



CINEMA



SWIMMING POOL



CAFE



TOY SHOP



SUPERMARKET



BUS STOP



HOSPITAL



TRAIN STATION



STREET

Guide Week 6 - Class 2

Lesson Number: <u>12</u> Topic: Final Presentation and Project Evaluation Institution: <u>Escuela Normal Superior de Santa Teresa</u> Pre-service teacher's name: <u>Sr. Milena Cecilia Vizcaino Martinez</u> <u>Danna Yailin Karina Rodriguez Gonzalez</u> Grade/ Level: <u>3</u> Date of implementation: _____ Duration: <u>(120 minutes)</u>	
Learning objective: Final Presentation and Project Evaluation	
Learning outcome: Students will present their community map using structures and vocabulary learned. Students will evaluate the effectiveness of the project in developing their oral expression.	
Warm up	
Review the key points for a good presentation: structure, clarity, and appropriate vocabulary. Quick review of relevant vocabulary and structures for the presentation.	Time
Presentation	
The teacher gives a brief review of the key elements of an effective presentation (such as organization, fluency, and pronunciation). Final review of vocabulary and structures needed for the presentation.	Time
Practice	
Final quick rehearsal in groups: - Students practice their presentations within their groups and resolve any last-minute questions. - Adjustments to presentation details, such as pronunciation, clarity of	Time

descriptions, and correct use of structures.	
Production	
Each group presents their community map to the entire class. After each presentation, other students ask simple questions in English about the map (“Where is the school?” “What is near the park?”). The teacher conducts an evaluation using the evaluation rubric (and peer feedback, if possible).	Time
Assessment and evaluation	
Global project feedback: Positive comments on what students did well. Identification of areas for improvement for future presentations. Final reflection: Students reflect on what they have learned throughout the project and their development in oral expression. Closing of the project with final conclusions.	
Resources	
Maps of each group.	

Annex8: Self-evaluation format -co-evaluation and hetero-evaluation.

Co-evaluation for "My Community" Lessons (Class 1 & 2)

13 - 3 - 025

My name: _____

Instruction
Let's evaluate how our friends did in a fun way! After each activity, we'll use smiley faces to show how well they did. Ask for help from an adult if you don't understand something.

How it works

Happy face (😊): They did awesome! They did everything really well.
 • Neutral face (😐): They did well, but there's room for improvement.
 • Sad face (😞): They need some more practice, but they can do better next time

Evaluation Criteria:
What we are evaluating

Awesome 😊 **Good 😐** **Needs Practice 😞**

How much did we participate?			
Do we understand the new words?			
How did we pronounce?			
Do we feel more confident speaking English?			
Do we feel more confident speaking English?			

Annex 9: Photos of the Application of the Research Instruments and Evidence