

Project-based Learning: methodology to promote English as a Foreign Language in senior
adults

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Abstract

Throughout time, learning English as a foreign language has been perceived by adults as inaccessible, complex or as a requirement. It is important to mention that in the development of skills, oral production is one of the most complex since it means going beyond the perceptions and emotions that this process implies. That is why this research focused on implementing Project based learning (PBL) in a group of senior students who began their process of learning English level A1s.

Initially, a detailed reading and analysis of research sources on authors who previously researched on the application of PBL, English as a foreign language and on senior students was carried out. This research was qualitative focused on action research design; it implemented interview and field diaries as a instrument. For the analysis of data, first a thematic analysis was carried out, which consists of steps such as: collecting data, organizing the information, coding, categorizing and finally making a detailed description of the results obtained.

Based on the findings, the data were categorized as follows: Improving students' oral performance through PBL; from this category it was concluded that PBL contributes to the learning of new vocabulary and its pronunciation. Student's Perceptions About The PBL; with this category it was concluded that learning a new language can be a challenge for the students considering previous perceptions, however, through collaborative work, use of technologies and innovation, students acquire new perceptions about the language which allows them to advance in the learning process. Student's Emotions About PBL; it was concluded that learning a new language can generate various emotions such as stress, anxiety and embarrassment in students.

Key words: *Project based learning, EFL senior students, Emotions in FLL.*

Resumen

A través del tiempo, el aprendizaje del inglés como lengua extranjera ha sido percibido por los adultos como inaccesible, complejo o como una exigencia. Es importante mencionar que, en el desarrollo de habilidades, la producción oral es una de las más complejas ya que significa ir más allá de las percepciones y emociones que este proceso implica. Es por ello por lo que esta investigación se enfocó en implementar el Aprendizaje Basado en Proyectos (ABP) en un grupo de estudiantes de último año que iniciaron su proceso de aprendizaje del nivel A1 de inglés.

Inicialmente, se realizó una lectura y análisis detallado de fuentes de investigación sobre autores que investigaron previamente sobre la aplicación del PBL, el inglés como lengua extranjera y sobre estudiantes de último año. Esta investigación fue cualitativa centrada en el diseño de investigación-acción; implementó como la entrevista y los diarios de campo. Para el análisis de los datos, primero se realizó un análisis temático, el cual consta de pasos como: recolectar los datos, organizar la información, codificar, categorizar y finalmente hacer una descripción detallada de los resultados obtenidos.

En base a los resultados, los datos se clasificaron en las siguientes categorías: Mejora del rendimiento oral de los estudiantes a través del PBL; con esta categoría se concluyó que el PBL contribuye al aprendizaje de nuevo vocabulario y a su pronunciación. Percepciones de los estudiantes sobre el PBL; con esta categoría se concluyó que aprender un nuevo idioma puede ser un reto para los estudiantes considerando las percepciones previas, sin embargo, a través del trabajo colaborativo, el uso de tecnologías y la innovación, los estudiantes adquieren nuevas percepciones sobre el idioma que les permite avanzar en el proceso de aprendizaje. Emociones de los estudiantes acerca del PBL; se concluyó que el aprendizaje de un nuevo idioma puede generar en los estudiantes diversas emociones como estrés, ansiedad y vergüenza.

Palabras clave: *Aprendizaje basado en proyectos, estudiante adulto mayor, Emociones en aprendices del idioma extranjero.*

Contextualization

In recent years and taking into account the changes (technological, educational, etc.) that we face every day, it has been considered necessary to create alternatives for adult education, in which the interests and needs of adults are taken into account, since the mastery of this language is often essential in work and cultural contexts.

However, during this process, learners often face challenges that can negatively influence learning. According to authors Coulther and Phillips, learning a foreign language improves memory and helps prevent Alzheimer's; concentration; learning a new language activates several areas of the brain, which favors memory, attention, and problem-solving skills.

Through the previous experiences teaching adults, I observed that learning English as a foreign language is a very complex process for older adults because since, as mentioned above, students often face challenges such as: little or no knowledge of the language, lack of time, fear of failure, embarrassment when developing communication skills, among others. for this reason, it is considered necessary to design and implement methodologies in which emphasis is placed on interaction with the context and the daily situations of the students.

It is important to carry out a methodology that fits the needs of the students. According to Sotomayor C et al. (2021) the PBL understands learning experiences centered on students' interests and needs, linking the Learning Objectives of the curriculum to real-life issues. The methodology helps students develop skills of all kinds that will help them not only in their studies at school, but also in their day-to-day and adult lives, in this study we are going to focus on the development of speaking and writing skills.

This research was carried out in Castilla la Nueva, it is a municipality located in the department Meta. It is located 54 km from the capital of the department, Villavicencio. This town

borders municipalities such as San Carlos de Guaroa and Guamal. It is recognized for being a center of cultural development, and for its large oil reserves. Castilla La Nueva has the following populated centers under its jurisdiction: Casa Blanca, El Toro, San Lorenzo and Las Violetas. The research was carried out in the jurisdiction “Las Violetas”, exactly in the neighborhood “Bosque 2”. This is in the rural part of the municipality, this is a neighborhood that is not legalized therefore it is stratum 1.

Regarding participants, it was carried out with five adult students between the ages of thirty and seventy. It is important to highlight that they did not have any knowledge of the language since some of them did not finish primary school and others did not have any particular interest in learning it. This group is divided into four women and one man. The participants were neighbors and even family. The classes were held in one of the students' homes since there was no community hall or public space available.

This research had a linear relationship with macro project one (Innovative practices in English teaching and learning: Practices of the LLEI pre-service teachers) and subproject one (Pedagogical innovations resulting from the implementations of approaches, methods and methodologies in English learning and teaching) since it seeks to promote bilingualism through innovative practices supported by the PBL methodology to improve the teaching-learning process in elderly students, considering the context, needs and culture of this group.

Research statement

Project-based learning (PBL) is an educational methodology in which students learn by completing practical and meaningful projects that involve in-depth research, problem-solving, and creating end products. Rather than focusing exclusively on theoretical teaching or repetition of content, PBL engages students in an active learning process that motivates them and gives them a concrete purpose for learning. PBL helps older adults learn English in real, meaningful contexts. By working on projects, students use the language to solve problems, which exposes them to authentic situations and allows them to understand the practical use of the language.

In 2021, while teaching adults at a school that provided primary education to this population, I observed significant challenges among my senior students in 6th grade regarding language acquisition. These students had never been exposed to language classes before, resulting in a very low proficiency level and a noticeable lack of motivation. Their inability to understand the teacher's instructions or classroom activities further exacerbated their struggles.

During the classes, I identified that students possessed only rudimentary knowledge of the language. For instance, their vocabulary was limited to a few basic words and numbers from 1 to 5. Additionally, they encountered substantial difficulties with pronunciation, often struggling to articulate even simple words. These limitations highlighted the need for tailored instructional strategies to address their specific learning needs and to foster greater engagement and confidence in the classroom.

Based on the situation described above, we looked for a methodology that approach these senior students to language learning in a nontraditional way. That is why, we decided to implement project based-learning, since teachers need to identify different methodologies and strategies to motivate students to learn a foreign language. Moreover, designing and

implementing lessons in which the students' context, culture and interests are considered would contribute to students' meaningful learning and improving their communicative competence. Also, the project development approach presented motivates adults to learn by allowing them to select topics that interest them and are important to their lives.

PBL is a good alternative to work with senior learners since it encourages students to investigate, reflect and make decisions to respond to the problems presented by the teacher (López, 2016). Moreover, Saez (2019) suggests PBL considers the needs, interests, and concerns of the students, making them engage with the project and be the protagonists of it. It also offers the opportunity to develop not only cognitive skills but also practical and social skills that favor interrelation in the classroom (Montoya, 2020, p. 95).

In addition, it is a strategy that gives the student the opportunity to investigate, reflect and make decisions to respond to the problems formulated by the teacher (López, 2016). For this reason, we base ourselves in situations of their daily lives, such as the elaboration of a recipe, considering that the most of them are women who are housewives.

It is important to carry out this research because normally the educational programs or projects related to English are directed to school contexts (children), so it is important to show that through Project-based it is possible to promote the learning of English as a foreign language with adults, people who have never had any relationship with the language and who even present health conditions such as Alzheimer's disease.

This methodology can be used to teach a foreign language in older adults, because it has a positive impact on their cognitive and social well-being. According to authors Coulther and Phillips, learning a foreign language improves memory and helps prevent Alzheimer's; concentration; learning a new language activates several areas of the brain, which favors memory,

attention, and problem-solving skills.

Research Question

What are the contributions of Project Based Learning activities in senior students' productive skills at neighborhood "bosque 2"?

Research Objectives

General objective

To analyze the contributions of Project Based Learning activities in senior students' productive skills

Specific objectives

To describe students' productive skills during the implementation of project-based learning.

To Explore students' perceptions about the implementation of PBL in their language classes.

To identify students' feelings and emotions before and after the implementation of project-based learning.

Theoretical Framework

This research was carried out under three main concepts: Project Based Learning, English as foreign language, Senior Students, and foreign language emotions in EFL learning. Those concepts will be discussed in the following sections.

Project Based Learning (PBL).

Learning a new language can be a complex process, so it is necessary to implement effective, useful, and understandable approaches to obtain better results. For this reason, the Project Based Learning (PBL) methodology was implemented in this research. According to Aldaberdikyy and Berdibay (2021)) PBL is "a student-centered approach in which students learn by participating in immersive, real-world, personally meaningful projects" (p. 25).

Voskovskaya et al., (2019) referenced in Anyushenkova et al., (2020) also mention that when students are directly involved in performing the tasks of these projects, they can see the advantages of learning a foreign language and this allows them to feel more motivated, while teachers act as facilitators, supervisors of the processes and of the fulfillment of the objectives set out in the classes (Bell, 2010 mentioned in Thu, L 2018).

To determine the phases of PBL, we took as a reference Farouk (cited in Yaprak 2022), because it guides students step by step to complete the project. The following are the phases proposed:

Phase 1: Designing the curriculum for the PBL (in this case the workshops): Students are informed of what they need to do to complete their projects, and the evaluation process is outlined.

- Phase 2: Description of tasks and related resources: For the students to be prepared for

the project, the teacher helps them choose the topic and the key question they need to determine the scope of their project.

- Phase 3: Deciding on the driving questions: This step is considered one of the most important phases of the project, as the students must show their commitment.

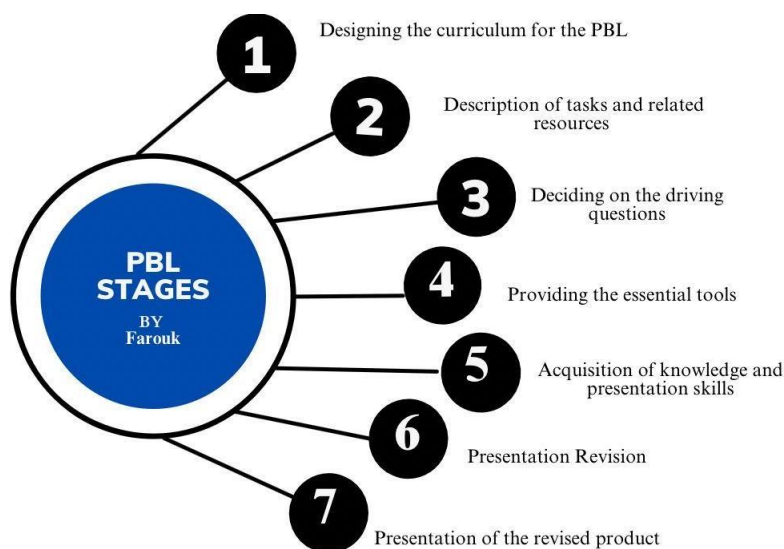
- Phase 4: Providing the essential tools: Students are provided with the necessary technology and other online tools.

- Phase 5: Acquisition of knowledge and presentation skills: Students participate in communicative tasks and present their projects using newly learned vocabulary and grammar. Groups presenting their projects are evaluated by their peers. In this phase, students also receive additional instruction on grammar and language functions essential for project completion.

- Phase 6: Presentation Revision: Based on peer feedback on body language use, organization and language use, presenters revise their project presentations.

- Phase 7: Presentation of the revised product: Students present their final product.

Figure 1.*Problem-based learning.*



Note: Farouk's model for problem-based learning.

The following are some studies, which help to understand in depth the PBL concept for the development of speaking and writing skills.

The first study was implemented by Puspitasari (2020) and is entitled "Project-Based Learning Implementation to Cultivate Preservice English Teachers' 21st Century Skills" it was conducted at Lantern School of English Education (LSEE), an undergraduate program in Indonesia that trains English teachers. This research aimed to explore how PBL is implemented and how it enhances 21st century students' learning skills.

The implementation was carried out with the development of group activities and class discussions to follow up with the students, as a final delivery they had a textbook in English in groups. As a result of the interviews, participants reported that "the textbook" helped their creativity, critical thinking, collaboration and communication.

From the study, it can be said that PBL contributes not only to language skills, but also competencies that students need in their daily life. It is important to keep in mind the changes that are generated every day, and the skills that they need to face the future. The senior students must be prepared to be able to find reflective and critical solutions from their own initiative to any problem in their jobs or different contexts.

The next study entitled "Implementation of Project Based Learning (PBL) in EFL (English as a Foreign Language) Classrooms in Fezalar Educational Institutions (Iraq)" was conducted by (Kaylu, 2017). The purpose of this study was to analyze the advantages and disadvantages of implementing PBL in EFL classrooms in Fezalar Educational Institutions. The study showed that the application of PBL with authentic activities that are tasks with real-world

relevance and utility that integrate across the curriculum, was successful in Fezalar's educational institutions.

With this study we can see that the students improved their linguistic and communication skills. Stating that PBL also changes that standard context to a modern context of real life and critical thinking; and yet this study is considered due to the relationship it has with ours, since its work model is PBL to be used in the classrooms to obtain results and in the end analyze them.

The next study entitled “El Aprendizaje Basado En Proyectos en el Desarrollo de la producción oral del idioma inglés en los estudiantes” and was conducted by (Chicaiza, L 2021) in Quito. The purpose of this study was to analyze the main factors of the Project Based Learning methodology for the development of English oral production. Among the conclusions we have:

The PBL methodology significantly promotes the development of oral production in English, since some factors such as active learning, collaborative work, development of metacognitive strategies, creativity and motivation are involved in this method.

2. Project work allows students to be aware of what they learn, generating creative and metacognitive processes, increasing the motivation to learn linguistic and non-linguistic contents of the foreign language area.

With this study we can analyze how the teaching and acquisition of oral production can have difficulties for teachers and students, establish itself as a challenge and reach such a point as a difficulty. But implementing the PBL methodology improves the students' oral production of English, since it allows them to interact and communicate effectively through collaborative work in the realization of these projects.

Another study that we can relate to ours is that of Acosta, A (2019), entitled "Aprendizaje Basado en Proyectos En El Desarrollo De La Habilidad Escritora" This study aims to determine

how Project Based Learning enhances the development of the Writing skill. Through active tasks involving problem-solving and collaborative work. The author applied it in the Educational Unit César Augusto- Ecuador.

The results obtained from her research were: that students increase their motivation, acquire deep learning and develop socioeconomic skills. Given these results, we hope that the application of our workshops will allow us to obtain favorable results or, failing that, that with the implementation and evaluation, we can identify shortcomings. Our research does not aim to determine the effectiveness of PBL in the development of writing, but rather to analyze the contributions that this methodology makes to writing.

From this study we can highlight the importance of a previous analysis of the knowledge of the students to consider the starting point in the development of competencies, to address the specific problem and then see the contributions that this methodology brings to the development of writing skills during the development of Projects.

Yaprak, Z (2022) presents in his study The Effects of Project-Based Learning (PBL) in EFL Context: General Language Development and Personal Empowerment. The study mainly aims to find out the benefits and challenges of project-based learning (PBL) on learners' general learning experiences, their development in English and their personal growth in relation to human rights through language project work.

The results obtained indicate that students learned new vocabulary, definitions, opinions, and new expressions representing different perspectives related to their topics. Although our research does not seek to analyze personal growth in relation to human rights, we identify with this study because it analyzes the benefits and challenges of project-based learning in teaching English as a foreign language.

Adult English as a Foreign Language (EFL) classes in community programs traditionally have taught students the basic communication skills that they need to negotiate daily life. Students have learned the vocabulary required to shop for groceries, rent an apartment, follow directions, and apply for low-skill jobs (Parrish, 2015). They have studied verb tenses and basic grammar, such as how to ask questions or give commands.

English as Foreign Language

EFL is one of the main concepts of this research, since taking into account Nordquist's (2019) clarification, English as a foreign language (EFL) is the term used to describe the study of English by non-native speakers in countries where English is not the dominant language, and this is the case of our study since the context fits perfectly in this definition.

These are some of the studies about EFL on which our research was based for the development of our proposed objectives

Sisalema, V (2019) conducted her study “project-based learning to develop the speaking skill in English” the objective of this study was to determine the effectiveness of Project Based Learning (PBL) to improve the oral English language skills of tenth grade students of the Quisapincha Educational Unit (Unidad Educativa Quisapincha). Sisalema, carried out three projects based on PBL, which were done through collaborative work and the use of multimedia resources. As a conclusion of his work, Sisalema (2019) confirmed the effectiveness of the use of this methodology (PBL) to improve students' oral proficiency in English (p. 77).

Although this research was carried out with a population at a different age than our participants, it is important to consider the means through which it was developed, since, like us, they are interested in analyzing or determining the results of implementing the PBL methodology

for the development of speaking skills in a foreign language.

In 2022 the authors Figueroa & Intriago, developed their study entitled "Strategies for the Oral Production of the English Language in Student Communication" with the students of the third semester of the career of pedagogy in national and foreign languages of the Technical University of Manabí, Ecuador. The objective of this study was to determine strategies for the oral production of the English language in communication. The strategies used to arrive at the results were: spelling of words, phonics reading, reading aloud and interviews.

The results obtained showed that oral production strategies play a fundamental role in the learning process. A relevant and common fact is that students constantly feel frustrated because they are afraid of not pronouncing words correctly and have little knowledge of vocabulary.

This study provides us with strategies that we can carry out in the implementation of this research, therefore it is related to ours, having as an objective the development of English speech, the difference is the population, therefore it is expected to implement some strategies and analyze the results in our context.

One year later, Larrea, M (2020) developed his study entitled "Project-based learning to develop writing skills in English as a foreign language" with the objective of determining the influence of the PBL method in the writing of paragraphs, short communicative messages, stories, e-mails and reports of students of ESPOCH - Ecuador. The result obtained was that the application of PBL-based techniques significantly improves writing.

This method and the results obtained with the instruments applied demonstrated the relationship between the variables studied. This study is related to our research since we are also using the PBL methodology to improve students' writing skills. Since our objective is for older adults to have the ability to present themselves in writing in English, considering the learning

rubric.

In 2022, the authors Olarte, L & Guzman, V conducted a study entitled "Project-based learning strategy to develop the communicative ability in English", which was carried out with the sixth grade of the school Liceo Nuestra Señora de las Nieves- Colombia. The objective of this research was to design a project-based approach to learning to favor the development of English communicative skills (speaking). The authors developed a strategy through experiential activities by means of a trip to learn English so that they can develop communicative skills in real contexts.

This research concluded that it was evident that during the development of the project the students overcame shyness, felt identified with the activities and were able to express their own experiences and thoughts through English. We relate this study Olarte & Guzmán (2022) to ours since it seeks to develop communicative skills through PBL in real contexts and situations.

Therefore, it adapts to our research since we focus on project-based learning and with the community in everyday situations, with moments that surround them and will facilitate the acquisition of a new language.

Aguilar & Sumba (2021) developed their research entitled "Project-based learning in the development of writing skills in English" in Quito. The main objective of this research was to learn how Project Based Learning contributes to the improvement of writing in the English language. For this, the authors conduct an extensive literature review among them citing the author Castañeda (2014) who points out that activities that promote cooperative work make students focus on thinking and solving a school problem (p. 16).

After that review, the authors conclude that the PBL methodology not only helps students develop and improve their writing skills, but teachers acquire teaching skills through these projects. As teachers we care about improving our skills while helping others to improve theirs,

therefore this study is related to ours as we are interested in improving foreign language writing.

Senior Students

Our study was carried out with senior students, those people who have passed the previous stages of life such as childhood, adolescence, youth, and who are currently in adulthood. In Colombia, to consider an elderly person, you must be between 60 years of age (MEN, 2016). According to Angarita & Torres (2016) the older adult has certain changes in some of the aspects of his life, including psychosocial, in this aspect López (2015) mentioned in Angarita & Torres (2016) expresses that the older adult faces the loss of self-esteem, for this reason many times they are closed to learn new things including a new language.

In 1970 the author Felix Adam, referenced in Usquiano et al., (2022) proposed the term Andragogy to refer to the science of adult education (p. 11). It is a terminology that explains the way adults learn; this theory places the adult at the center of the teaching-learning process. Considering that it is the adult who decides what he/she wants to learn and when to do it. This allows the adult to develop skills and attitudes that lead to meaningful learning (Usquiano et al., 2022, p. 27).

In this study was found that talks about whether older adults can learn a foreign language, the study is titled “¿Pueden los adultos adquirir una lengua extranjera? It was made by María Gabriela Di Gesú (2012) in the Universidad Nacional de General Sarmiento. In this study it can be evidenced how they analyze the learning process of students in their adulthood and about myths of learning a second language, as most people say and believe that “English is not for me” or “I was not born to speak English” could result from the sense of limits (Bourdieu 1991, as cited in Castorina & Kaplan 2003 p. 24)

This research was mainly focused on learning a second language such as English in older

adults. Many adults return to areas of formal or non-formal education to complete some abandoned vocation and/or improve their employment or study possibilities. The European Commission - Education and Training' - establishes that:

adult learning encompasses all types of learning of those who have abandoned formal education or training and includes civic, social learning and all developments for work purposes that take place both in instances of formal education and in training systems or other environments... European Commission, 2010).

In this research they talk about that with the right attitude, motivation and that the teacher properly facilitates the study material for students of the corresponding age, the learning of a second language can be achieved.

This notion of continuing education or training - long life learning - covers foreign language courses that usually take place in formal academic or non-formal settings outside the educational system but with a similar structure in terms of planning, course regimes and exam instances.

When adults decide to continue with their training, beyond what is offered by the formal educational system, they usually choose learning foreign languages because they consider them a plus in their professional or academic development, a pending subject or the possibility of improving their communication with speakers of the chosen language.

Foreign language emotions in EFL learning

Emotions are a relevant factor in the learning process, since they vary according to the environment, topics, or social relationships, and thus influence attention, motivation and self-regulation of learning. (Pekrun, 2021, as cited in Anzelin et al., 2020).

In 2022, the author Yu Q conducted an article entitled “A Review of Foreign Language Learners' Emotions” in Xi'an University of Technology, Xi'an, China, in which he reviews the research on Foreign Language Learners' (FLL) emotions, synthesizes its development and findings over the past five decades, and presents the outlook for future research on FLL emotions.

Yu, Q (2022) concluded that for years greater importance has been given to the negative emotions faced by FLLs, detracting from the value of positive emotions, therefore Yu,Q suggested that research on emotions should be increased as this would allow for broadening theoretical perspectives. This study helps us to analyze not only negative emotions but also those positive emotions that can allow students to feel motivated, improve their confidence and security in the learning process.

Research Design

Type of Study

In this research, qualitative action research was implemented, considering the approaches of Merriam and Grenier (2018) who state that qualitative research is designed to understand a phenomenon from the perspective of the participants. In qualitative research we do not talk about quantities, in this case, words are used to describe the context, the participants, and the activities of interest.

Action research can be seen as a research methodology used to implement and improve a situation, in this case students' motivation through project-based learning (PBL). Botello & Ramos

(2019) mention action research can be implemented in innovative learning contexts to improve teaching methodology. In our study, action research can help us to improve the way of approaching projects, always from a contextualized point of view.

Similarly (Ferrance, 2000 and Sagor, 2004) as cited in Sharon et al. (2021) define Action Research as a process in which participants analyze their educational practice carefully using research techniques in this case field diary and informal interviews. This type of research is used by teachers as an aid in the search for strategies to improve teaching practice. Based on the above, this study was action research, since we wanted to innovate and problematize to motivate senior students to learn a foreign language and improve our professional practice.

We followed Kemmins & McTaggart (1988) action research cycle. This model includes a diagnosis based on observations of the problem or situation in our educational context; there we identified the difficulties senior students had to learn a foreign language. Then we planned an intervention to solve the problem; for that we designed pedagogical interventions following the project-based learning methodology. The third step was implementing those interventions for 3 weeks, what Hemming & McTaggart (1988) called “action”. Finally, we reflected on the results of the implementation of PBL, adjust the activities and start the cycle again.

Instruments

For the collection of information, we used qualitative research methods such as field diary and interviews. The following table explains how each one of the instruments fulfills the specific objectives established in the project:

Table 1: Instruments

Research objective	Instrument
To describe students' productive skills during the implementation of project-based learning.	Field diary
To Explore students' perceptions about the implementation of PBL in their language classes.	Interview
To identify students' feelings and emotions before and after the implementation of project-based learning	Field diary/ Interview

Field diary

The field diary is an instrument that allows the teacher to learn through writings, descriptive, analytical and critical records, the behaviors, activities, events and other characteristics that occur during the practice to apply the theoretical knowledge acquired Albertín-Carbó, P. (2007).

In total there were six field diaries, which were carried out during the months of May and June of 2024. The way we chose to carry out the field diaries was, for each class we observed and entered the information that we thought would be useful for the project (Annex 1). This instrument was used to analyze the contributions of Project Based Learning activities in senior students' productive skills, which was one of the objectives of this research.

Interviews

We used semi-structured interview because that relies on asking participants questions to collect data on a topic. The interview questions were validated by a teacher who reviewed them and suggested some changes.

We chose this method so that it would be a more flexible and non-imposed method so that the group to be investigated does not feel uncomfortable. We used the semi-structured interview as an instrument to fulfill the objectives To explore students' perceptions about the implementation of PBL in their language classes, and To identify students' feelings and emotions before and after the implementation of project-based learning, since it is based on asking questions to the participants to collect data on a topic. We chose this method so that it would be a more flexible and non-imposed method, so that the group to be investigated would not feel uncomfortable.

The interview was conducted at the end of the PBL sessions. There was a total of twenty-two open questions, which included: personal information, the students' relationship with the language, their opinions on the content, perceptions and emotions they experienced on the course (Annex 2). This was carried out individually with 5 students (all participants). Before starting the interview, the questions were explained to each participant since they did not understand due to their age. To analyze the data and make the proper transcription (See annex 3), an audio recording was taken on the interviewer's cell phone.

Participants

The participants in this research were 5 senior students who voluntarily decided to enroll in the English classes. They were between 30 and 64 years old, most of them were housewives, so they had not been part of English courses before. They lived in the El bosque 2 neighborhood located in Castilla la Nueva town (Meta). Each participant contributed unique perspectives and experiences that enrich the research process. The following table summarizes the main characteristics of the participants of this study.

Table 2.*Participants description*

Name	Mariana	Ernesto	Susana	Paola	Dilia
Age	Thirty	Forty-two	Forty-six	Fifty-Five	Sixty-four
Education level	Technical	High school degree	High school degree	Fifth-grade education	Fifth-grade education
Occupation	Housewife	Driver in the oil industry	Housewife	Housewife	Housewife
Relationship to language	Her closest relationship With English was at school. For her, English is only a Requirement to graduate from her studies.	He has never had any relationship with the English language since he grew up in a context where English was not taught.	Her closest Relationship with the Language was the Homework that she helped her daughter do at school.	She has had no relationship with the language since her school did not teach English.	She has no knowledge of the English language since she did not have time to study

Source: Own creation

Ethics

Before starting the PBL sessions, participants were given individual informed consent forms. The consent specified that their data would be used for research and academic purposes;

they would be anonymous, so their real names were not used, the title of the research was made known, and it was made clear to the participants that the sessions and interviews would be recorded and photographed. In addition, it was made clear that there would be no monetary remuneration for the development of the project and that if they, as participants, decided to withdraw, they could do so. (Annex 4)

Pedagogical intervention

This pedagogical intervention was based on “Project-based learning”, considering the author Farouk (cited in Yaprak 2022), which allowed us to establish clear and specific objectives. Initially, it was decided the name of the project students would develop “Recipes Challenge”; and the vocabulary related to it (cooking verbs, Food and Kitchen utensils, and regions of Colombia). Based on that, we determined the driving question to which students would answer during the project, it was What do dishes tell about a Colombia regions’ culture?

Once the main aspects of the project were determined, we established the research, communicative, and language objectives they would fulfill during the project and the way students would use technology and work collaboratively.

Pedagogical intervention objectives

1. Design a project-based didactic unit for A1 students.
2. Implement 5 sessions of a project designed for A1 students.
3. Evaluate the activities designed and implemented in the project

LESSON PLAN

PROJECT BASED-LEARNING

Grade: Senior Students

Level: A1

Topic: Recipes

Vocabulary:

-Recipe, ingredients, instructions.

-*Verbs to cook:* Add, baste, beat, blend, boil, chop, cool, cut, drop, form, grill, heat, make, mince, mix, open, peel, prepare, salt, shred, spoon, taste, whip, stir, pour, chop.

Food: Rice, beans, meat, bread, salt, sugar, pepper, butter, oil, flour, eggs, fish, potato, tomato, onions, cilantro, avocado, plantain, yuca, shrimp.

Kitchen utensils: mixer; hand blender, saucepan, pots, sieve, spoon, juicer, pressure cooker, frying pan, cup, bowl.

1. **Title:** Recipes Challenge. / Let's get cooking!
2. **Driving question:** What do dishes tell about a Colombia regions' culture?
3. **Objectives**

Research:

Students will search about Colombian regions and their culture.

Students will search about Colombian regions and their food.

Students will search about how to prepare a dish from a Colombian region.

Communicative:

Students describe and present how to prepare a dish from a specific region.

Students describe the region where the dish is from.

Students describe what the dish means from the region.

Language form:

Students will use present simple to describe the meaning of the dish for the region and the recipe.

Students will use Verb to be to describe the ingredients of a dish.

Students use quantifiers to explain the recipe.

4. Use of technology: (Describe how it will be used in the project)

Students will use Canva for presentations and create an infographic of their recipes.

Students will use google to search for information.

5. Collaboration (Describe how it can be seen in the project)

From the first day of class, students will be organized in pairs to carry out the project and thus reduce the stress and anxiety generated by learning a second language. As a final product of the skill to be developed, students will deliver: (Writing) During the class, students will create a poster in Canva, in which they will write their recipe in detail, then, they will print it and put together their recipes with those of their classmates to obtain a mini collaborative recipe book. (Speaking) To evaluate this skill, each team will orally present their recipe, including ingredients, utensils and steps.

Designing the project activity 1: Presentation of Colombian regions.

Lesson name: Colombia's regions: A journey through diversity

Presentation: Colombia's region

Activity 1

PRE:

The teacher will ask the following questions:

1. What are the Colombian regions?
2. How many Colombian regions are there?
3. In which region do you live?

While:

The teacher will present a video (Appendix 1) about the regions of Colombia, and cultural aspects. Students will watch the video and answer the questions

1. How many regions are presented?
2. What are the qualities that describe Colombia in the video?
3. What are the three names of typical dances or music?

Through videos on YouTube, we will share summarized information

Post:

1. After watching the video students will be organized in pairs and will search in Google for relevant data from each region including typical dishes.
2. The teacher writes the information on the board

Activity 2

PRE:

1. The teacher gives a picture of a typical dish to each pair
2. Students look for the name of the food included in the dish and write the name

During the video

The second video (Appendix 2) is about some recognized dishes in our country. The video is shown with the intention of contextualizing them for the next class which will be about typical dishes.

Students will resolve some questions:

A. Organize the dishes in the order they appear

- 1) ___ changua
- 2) _____ patacones
- 3) _____ fritanga

B. Students watch again the video. And complete the sentence

- 1) Fritanga has chorizo and ____
 - 2) Changua is originated from _____
 - 3) Lechona has roasted ____
 - 4) Empanadas are made of pastries and ____
3. In the video does a typical dish from your region appear?
 4. What are the toppings that you can eat with plantains?
 5. Write how many dishes appear in the video and write their names.

Post:

1. The teacher asks the question: What is your favorite dish from the video?
2. Students play a game (Appendix 3), it is about relating the dish typical according to the region
3. Since the final result of the writing skill will be a printed poster, the students will have the task of making a digital poster about their region, the poster should include a title, representative image of the region, typical dish, geographic, cultural data and keywords.

Here is an example of what they should do:



Designing the project activity 2: typical dishes

At the beginning of the class, students will present their poster with the cultural facts of each region.

This lesson will focus on the typical dishes of each region.

Activity 1

PRE: The teacher will ask the following questions:

1. Do you know the representative dishes of the regions of our country?
2. What is a typical dish in your region?

WHILE:

1. We are going to present the vocabulary about typical dishes, through flash cards (appendix 4) to get an idea of the typical dishes they can select and the ingredients its contains.

2. While the teacher presents the flash cards, the students will answer a questionnaire created in educaplay (Appendix 5)

POST:

After presenting the typical dishes, each pair will choose the dish on which they will base the rest of the project.

After the students have selected the typical dish per pair and the ingredients, they will be given white sheets of paper on which they will draw one ingredient per sheet.

Students should keep the drawings as they will use them in the next activity.

Activity 2**PRE:**

The teacher ask the following question to the students:

1. Which are the ingredients of your recipe?
2. What do you usually ask when you go shopping?

WHILE:

Before to star with the activity, we will explain some expressions to buy food, for example:

- Do you have.....?
- Can I help you with someting?
- I need ...
- How much is it?
- Would you like anything else?

Next, we will do an activity called "**Mercando**".

In this activity we will use the drawings that the students made.

These drawing are going to be in different places in the classroom.

The activity consists of :

1. Create a space in the classroom simulating a supermarket using the drawings, table and shelf images.
2. Assign roles among the students (seller and buyers).
3. They will go in pairs to buy the ingredients for their dishes, making use of the expressions taught before starting the activity.

POST:

The students will create a short conversation in which they use the expressions seen in class and then they will interpret it in front of their classmates. For example:

Model conversation

X: Hello

Y: Hi, Can I help you with someting?

X: Yes, I need...

Y: Oh ok, how many/much ?

X: Three please, how much is it?

Y: 4 Dollars

X: Ok, thanks

Designing the project activity 3: recipe

This lesson will focus on quantifiers and utencils.

Activity 1

PRE:The teacher will ask the following question:

Which utencils do you use when cooking?

WHILE

The class begins with the Utencils.

The vocabulary “Kitchen utensils” will be presented through a page called “Games to learn English”. This page has two options: REVIEW the vocabulary and the other is STAR a game.

While teacher presents the vocabulary on the TV, students will be looking at the image of the utencil, English name and its pronunciation. As shown in the picture:



The teacher will send the link (appendix 6) and while the teacher presents again, they respond the activity.



POST:

To finish the activity, students will look for an AI tool in which they can create a creative image with the kitchen utensils that they are going to use for their recipe (selected in the previous class) and they must present it orally following a model given by the teacher, For example :

To cook the changua I use a pot and a spoon.

To cook a Bandeja Paisa we use a deep frying pan, rice cooker, frying pan and spoon.

Activity 2

PRE:The teacher ask the following question to the students:

1.What measurements do you know when cooking?

WHILE:

While presenting the vocabulary through some flash cards (appendix 7), the students solve a word search that will have been shared with them through a link (appendix 8)

POST:

After having the Vocabulary of utensils and quantifiers, students will make a description of the utensils and measurements that they will use in their recipe.

Designing the project activity 4: Using the present simple and create the poster.

In this stage we will explain a format that will help students to correctly write the recipe step by step.

Activity 1

Pre:I will ask the students if they know how to write a recipe step by step.

- Should a recipe have a title?
- Can you put tips in a recipe?

During:

1. explain to the students that they must have a written recipe.

Step by step: (We make a format for this part)

Title:

Preparation Time:

Servings:

Tips:

Tools:

Ingredients:

Instructions:

Post:

1. When we have finished explaining the format, we will remember the vocabulary that we will use for utensils and cooking; and they should practice pronunciation since they must explain their recipes.
2. To practice this section, the students are going to practice how to write a recipe with a worksheet. (appendix 10)

Activity 2

Pre:

The teacher will show this poster to the students asking them what they would change about this recipe or if they would leave it as it is.

Yes, it is an easy, simple and understandable recipe to make according to the step by step.

(According to the students' comments, the activity will continue. If they say nothing, the teacher could put into practice the format they would use to reinforce understanding.

My favourite dish Pasta with bacon and tomato sauce

Ingredients

- 1 red onion
- 2 red peppers
- 120 g bacon
- 1 can (450 g) tomatoes
- 1 cup water
- olive oil
- garlic
- oregano
- 50 g pasta per person



Method

- 1 Cut the onion, red peppers and bacon into small pieces.
- 2 Heat some olive oil in a pan and fry the onion, red peppers and bacon.
- 3 Add oregano, garlic, tomatoes and water and cook for 20 minutes.
- 4 Cook the pasta in a big pot of boiling water.
- 5 Serve the pasta with the sauce, and enjoy!

Top Tips for writing

- 1 When writing a recipe or instructions, use numbers to indicate the stages and use the base form of the verb (imperative) to give instructions.
- 2 Use commas between things in a list. Use 'and' between the last two things.

During:

After finishing the activity we are going to choose a simple and quick typical Colombian dish to prepare step by step and clarify any doubts with the students.

Recipe: Arepa Rellena de Queso

Post:

Students will begin to make their recipes according to the format.

The poster will be the product final with which we will evaluate the writing skills, they should finish it and bring it printed for the next class.

Designing the project 5: Final products

Upon arriving at class, each couple will hand in their printed recipe and then carry out a short activity to create a mini recipe book, this will include an eye-catching portal and each couple's recipes.

At the end of the recipe book, each team will go in front of their classmates and orally describe their recipe.

The complete project was implemented during five sessions. Each session developed some activities related to the topic of the project that contribute to final product proposed, and the development of the language skills.

The following table summarizes the topic worked in each one sessions of the project.

Project: Recipes Challenge

Table 3. *Pedagogical intervention*

Sessio n	Topic	Vocabulary	Skills
1	Colombia's regions: A journey through Diversity	Colombian regions, Colombian food.	Listening Writing
2	Typical dishes	Typical dishes (Bandeja paisa, lechona, Coconut rice...) and ingredients (Food and vegetables).	Writing Speaking Reading
3	Recipe	Quantifiers and utensils	Speaking, Writing
4	Using the present simple and create the poster.	Utensils and cooking	Writing, Speaking
5	Final products		Speaking

Source: Own creation

Students' products (Annex 5)

Data Analysis and Results

Codification and Categorizations

Thematic analysis was used to analyze the data, this type of analysis focuses on identifying themes related to the topic into the data. Creswell (2012) suggests this type of analysis consists of carrying out certain steps which includes collecting the data; organizing the information; coding, categorizing and themes; finally, a detailed description of the results obtained.

Based on the above, firstly, the information collected from the instruments was prepared; in this sense, the interviews, the field diaries and the observations were transcribed in a Word document and stored in a OneDrive folder. Second, we divided the data by units of analysis (filed notes and Interview) then, we identified inductive codes through colors in each one the units of analysis. Inductive codes according to Creswell (2012) emerge after performing the coding process and obtaining the reduction of data to few themes (p. 243)

It means to detect words related to perceptions, emotions and productive skills.

Initially we made the identification of inductive codes such as in the field diaries, here we recognized the evidence of the development of productive skills, perceptions and emotions of the students. Likewise, after applying the interview and transcribing it, the coding process was carried out with the information that the students provided.

The codes were then grouped by similar themes and organized as follows:

Table 4. *Inductive codes*

Initial codes				
Speaking	Perceptions	Emotions	Listening	Writing
	-Frustration	-Stress		
-Vocabulary	-Optimistic	-Embarrassed		
-Pronunciation	-Collaborative work	-Confident		Structure
-fluency	-Complexity	-Anxiety		-Vocabulary
	-Relevance	-Tranquility	-Pay attention	-Sentence construction
	-Motivation	-Enthusiasm		
	-Satisfaction			
	-Innovation			

Source: Own creation

Then, the themes were developed and data was reduced. For this stage, we combined similar codes specially those related to perceptions and emotions and eliminated the “writing and listening” categories, the codes fluency, since they did not provide relevant and enough information to answer the research question.

Finally, the categories and codes were re-organized as follows: the speaking category called now Enhancing students’ oral performance through PBL had two subcategories: vocabulary and pronunciation; the second category related to students’ perceptions were classified into limiting and favorable; and the category about emotions were divided into how students felt at the beginning and at the end of PBL.

Table 5. Codes and categories

Enhancing students' oral performance through PBL	Student's perceptions about the PBL	Student's emotions about PBL
Vocabulary Pronunciation	Challenges: Frustration and complexity. <i>Favorable:</i> Optimistic, satisfaction, innovation and relevance.	<i>At the beginning of PBL:</i> Stress, embarrassment, confidence, anxiety, tranquility. <i>At the end of PBL:</i> Enthusiasm, tranquility and confidence.

Source: Own creation

Results

In each intervention we analyzed not only the learning progress in vocabulary and pronunciation skills, but also the student's emotions and perceptions about the use of PBL. In the next lines each one of the categories and subcategories will be described and analyzed.

Enhancing Students' Oral Performance Through PBL

Vocabulary

Vocabulary learning is a subskill of speaking skills that is fundamental to expressing thoughts and ideas clearly. During the project-based activities, students had the chance to learn

vocabulary from cultural aspects of their country, that later they could use to express themselves.

An important aspect to mention is that most of the students had a hard time identifying the vocabulary since the phonemes and the spelling in English does not correspond as in Spanish. However, it was difficult to them, they were aware of this particularity in English and learnt the way some phonemes were pronounced. We confirmed that in the interview with the students “Lo que más aprendemos del inglés es que se escriben las palabras de una manera y se pronuncian de otra.” (Interview, Ernesto).

Moreover, during field diary No. 1 we identified that the students liked and recognized the vocabulary of the topic presented and could use it during their oral participation and it was meaningful to them, since the vocabulary they learnt was related to their own culture. “I could observe that most of them recognize the vocabulary when they hear it, but they are not able to write or pronounce it correctly.” (Field diary N° 1).

All this is supported by the interview conducted with student Paola who stated that she learned vocabulary during the activities “Me pareció muy bueno, porque aprendí palabras nuevas por ejemplo lo de los videos, pues yo nunca había visto esa información de Colombia y menos en inglés.” (Interview, Paola).

This indicates that PBL specifically contributes to learning of new vocabulary when it is related to students' context: however, it is necessary to reinforce its pronunciation and writing, since it is not easy to them identify how the phonemes are pronounced. In addition, PBL also contributes to the knowledge of the students' own culture and objects that they usually use in their daily lives in another language.

Pronunciation

Pronunciation is one of the speaking sub-skills that causes the most stress to students, as it consists of producing sounds accurately and clearly to communicate effectively. This often causes students to be afraid of making mistakes when pronouncing words or phrases in the new language.

In the field diary N°3, it was identified that despite the difficulty the students presented in pronouncing, they tried to do it as accurately as possible. "In the creation of the conversation, they limited themselves to only following the model that the teacher presented to them, however, I could observe that they made a great effort to pronounce correctly." In addition, it was identified that as the students practice, they became more confident in their pronunciation both with the language and with themselves. "At the beginning it was difficult for them to pronounce the expressions correctly, but nevertheless I noticed them becoming calmer and more confident as they practiced." (Field diary N° 3).

These statements can be confirmed through the interview with students Dilia and Mariana who affirm that as the project progressed, they were able to pronounce words that at the beginning had a high degree of difficulty. "Se me dificultaba pronunciación, pero poco a poco pude pronunciar esas palabras que me parecían difíciles."(Interview Dilia), "En términos de idioma, lo más aprendidos fue la pronunciación, de pronto el pasar al frente y entablar una conversación e intentar decir bien las palabras fue un aprendizaje más."(Interview, Mariana).

This indicates that the implementation of PBL, contributes not only in the oral production of the language in this case the skill of pronunciation; but in the motivation and/or perseverance of the students by constantly practicing to finally try to achieve a clear pronunciation of the vocabulary through short conversations.

Student's Perceptions About The PBL

Challenges

Learning a new language is often a challenge for adults, as the vast majority perceive the language as something complex. Therefore, there are some factors that can cause students to experience frustration or feel limited when faced situations such as public speaking or practicing pronunciation, thinking that it is not possible to learn at their age, because they have not studied for a long time or because they have never had any contact with the language.

In the field diary N° 1, one of the limitations that was called a challenge for students, it was frustration: “El inglés no es para mí”, “Que pena hacerlo mal” (Field diary N° 1). Frustration is a feeling that makes students feel incapable, therefore participants may perceive the language as something almost impossible to learn.

During the project, it was observed that the students found the use of technology complex, therefore it can be said that this was an experience that made the students perceive the project as a challenge. “para mí fue muy difícil porque la verdad no sabía nada de usar ese teléfono así, pero junto con todos mis compañeros aprendí y al final no me resultó difícil.” (Interview, Dilia).

Favorable

During the process of learning a foreign language it is common that students already have or acquire different perceptions, previously we mentioned the perceptions that become challenges for both teachers and students, but now we will present the favorable perceptions that students acquire during the learning process.

One of these perceptions is optimism, which refers to those positive and motivating attitudes that students adopt in the face of aspects such as not understanding the language but still facing it, a clear example of this can be seen in the field diary. N° 1. "Ernesto y Susana, estudiantes de 42 y 45 años, tenían actitudes totalmente diferentes hacia el idioma, a pesar de no entender y no saber pronunciar, mostraron una actitud muy positiva" (Field diary N° 1.)

Satisfaction as a perception is the feeling of each student regarding their learning processor experience, this can be evidenced during or after the project by listening to the experience of the participants, this can be confirmed after having applied our data collection instruments. "ahora que me he dado cuenta de que si puedo aprender, y que siento mucho gusto por aprender y mejorar" (Interview, Dilia).

During the interview, it was possible to analyze that students changed the way they see English, not only as a requirement of their studies (extrinsic motivation) or see it with difficulty, but to give it relevance in their daily lives and realize that through the cultural connection they can learn in a cool way, as the students mentioned "antes significaba como tal un requisito, para unos a una materia más del estudio para graduarse, pero pues ahora con lo aprendido, con los temas, le di más importancia y pienso que es algo chévere" (Interview, Mariana).

Finally, the interview showed that the students perceived the project as innovative, since for them these were topics that they thought were not very common. "fue un proyecto muy chévere porque pues fueron unos temas poco comunes no siempre lo mismo. Por ejemplo, un tema fueron los platos de nuestra región, el de la receta, conocer uno la receta que le guste y aprenderlo en inglés me pareció muy chévere" (Interview, Mariana). Therefore, from observation, commitment and motivation were evident.

With this we can affirm that, regardless of the perceptions that students previously have

about a language and its learning, PBL is a methodology with very significant characteristics such as: collaborative learning, use of technologies, innovation and adaptation in the creation of projects; which allows students to acquire new perceptions such as those mentioned above which favor learning.

Student's Emotions About PBL

At the beginning of PBL

Language learners often face a variety of emotions that can influence their learning process. At the beginning of PBL implementation, some of the most common emotions were stress, anxiety, and embarrassment. These are emotions that usually occur in challenging situations such as pressure to speak in public or making a mistake in front of the teacher or classmates. However, students also experienced emotions such as confidence and tranquility. These are present when practicing and realizing that by working as a team they can achieve their goals regarding language skills.

In the field diary N° 6, we can analyze that students were stressed by not having extensive knowledge of the language they are learning, and they even normally tend to refrain from carrying out the activities. “I could observe that Dilia, the oldest of the students, has a hard time with oral production, she gets stressed very quickly and refuses to try to do the exercise.” (Field diary N°6).

During the interviews, the students stated that they felt anxious and embarrassed about their lack of knowledge of the language, as they pronounced things incorrectly and the beginning of their anxiety was thinking about being made fun of by their classmates. “Me daba muchos nervios porque no podía hablar muy bien y casi me trababa para decir las palabras porque me daba como como miedo por mis compañeros, que iban a escuchar esas palabras mal y que ellos se rieran

porque yo no lo sabía expresar.” (Interview, Dilia). Another similar situation was presented by the student Paola “from the beginning of the class was a little embarrassed for pronouncing incorrectly.” (Field diary N° 1).

In field diary No. 1, it was evident that working together made students feel safe when practicing with each other, thus creating a calmer learning environment. “After the end of the class, the students were motivated, I could see that they kept practicing the pronunciation among themselves.” (Field diary N° 1). In addition, it was also evident that teamwork makes the older students feel at ease. “I could observe that teamwork made Dilia feel a little more comfortable practicing and presenting her contribution to the activity.” (Field Diary N°2).

The above statements confirmed that having to interpret a conversation or pronounce the vocabulary generates some stress, anxiety and embarrassment for them. When asked the following questions: ¿cómo te sientes cuando tienes que hablar en inglés frente a tus compañeros? / ¿Hay algún aspecto del aprendizaje del idioma que te generó ansiedad o nerviosismo durante el desarrollo del proyecto?, they responded: “con un poco de estrés la verdad, más que todo al pasar al frente y explicar un tema o entablar una conversación pues sí es un poquito difícil.” (Interview, Mariana) “Sí, me daba muchos nervios porque no podía hablar muy bien y casi me trababa para decir las palabras porque me daba como como miedo por mis compañeros, que iban a escuchar esas palabras mal y que ellos se rieran porque yo no la sabía expresar.” (Interview, Paola)

At the end of PBL

At the end of the project, the students' emotions were different, they no longer felt anxious, stressed or embarrassed; on the contrary, they observed themselves and expressed feeling enthusiastic, calm and confident. For example, “Ernesto was one of the students who showed more enthusiastic in this exercise, he always kept his attitude to learn not only the vocabulary for the

recipes but others that were useful to him.” (Field diary N° 6)

During the process there were aspects such as teamwork that provided a certain confidence in pronunciation, so they were more motivated and confident during the activities. “I can affirm that in this activity they felt more relaxed while pronouncing and I did not analyze that they were stressed while doing it, in fact, the students stated that the activity was easy.” (Field diary N° 4). Also, we can affirm that when the students practice and learn the vocabulary, their confidence changes positively “Monica, is much calmer and I could observe that she learned most of the vocabulary so she felt confident in front of her classmates.” (Field Diary N° 6).

When the interview was completed, we confirmed that our observations and previous statement were real. One of the questions were “¿Cómo te sentiste al terminar el proyecto?” and they answered “Me sentí motivado porque sé que a pesar de la edad puedo aprender otro idioma” (Interview, Ernesto). We also asked about teamwork and how it made him feel, and he said “Eso me hizo sentir mejor, en el tema de los nervios me siento más tranquilo.” (Interview, Ernesto).

Regarding confidence, we can confirm that at the beginning the most of the students felt nervous and embarrassed but at the end their emotions changed and began to feel more confident “al principio si me sentí nerviosa, pero al final me relajé ya que habíamos compartido más y ya sabía que todos estábamos aprendiendo y no tenía porque sentir pena” (Interview, Susana).

All this information indicates that learning a new language can generate several emotions such as stress, anxiety, and embarrassment in the students, but thanks to PBL and its characteristics like teamwork is possible to change not only the emotions but also the negative thinking of the students. Of course, our participants started out feeling unable to learn a new language because of their age, but in the end, we found that most of them were more than motivated to learn.

Conclusions

This research aimed at analyzing the contributions of the PBL methodology in the teaching-learning process of English as a foreign language in Senior students.

After the implementation of PBL and the analysis of the context and reading of research sources on the application of PBL and the teaching of English as a foreign language to senior students, it can be confirmed that factors such as anxiety, insecurity, embarrassment or negative perceptions such as frustration or the complexity involved in learning a language, determine the success or the way in which they see learning a new language. It is confirmed by Angarita & Torres (2016) who express older adults face the loss of self-esteem, for this reason many times they are closed to learning new things including a language. The above statement confirms the reality faced by most adults who start their learning process.

Regarding the development of oral production, it is confirmed that PBL plays an important role in fostering a collaborative environment and active learning. In addition, the development of tasks stimulates oral production through the use of technology to create presentations, conversations or role-playing. However, through our research, we can confirm what was previously concluded by the authors Olarte & Guzmán (2022) who state that students feel frustrated when they try to speak in English and cannot express their ideas correctly.

Therefore, by applying PBL, perspectives such as thinking that they cannot learn something new because of their age or seeing English only as a requirement can change when working in a team, as this is one of the most representative characteristics of PBL, because it

allows students to work more confidently, feel support from their peers which makes them feel more motivated to learn and above all to realize that these projects are related to their cultural context.

The research allowed us to analyze that the teaching of English through PBL contributes not only to oral language production but as concluded by the author Chicaiza (2021) involves some factors such as active learning, collaborative work, creativity and motivation (2021).

When we talk about "perspectives" in the context of learning a language, such as English as a second language, we refer to how students perceive and experience this process, which ranges from motivation to psychological, social and cultural aspects. The way in which students interpreted and channeled each stage of the project progressed at each stage, since at the beginning there was tension and negativity since they had the main idea that learning English was difficult. As the classes progressed, the students' perspectives changed and at the end of the project they realized that with discipline and positivism when facing each challenge, they learned English better.

In terms of professional and research development, we concluded that Project-Based Learning (PBL) is a methodology that offers significant benefits to our pedagogical practice. Among these benefits, PBL stands out for its student-centered approach, which enables us, as educators, to enhance our guidance and mentoring skills throughout the learning process. Furthermore, as a methodology that addresses real-world problems, PBL encourages creativity and innovation, both from the students and ourselves as teachers. By designing and adapting projects to the unique needs and developmental stages of our students, PBL fosters an environment where we, as educators, can exercise greater autonomy and flexibility in our teaching methods. This approach not only empowers students to engage actively with the content, but also allows us to continually refine our own teaching practices based on the challenges and successes we encounter in real-world

contexts.

A fundamental contribution that caught our attention in the professional part is how the student develops the ability to search, select, compare and analyze information. This helps us as teachers since the student begins to become more and more independent. The use of PBL also focuses on stimulating students with learning problems, and it does not only focus on a single group but in general. This it allows us teachers to focus on all different forms that students maybe can learning, teaching is more open and to students with learning problems learn through positive interdependence with their peers, while for students with a facility for learning it opens awhole field of possibilities to fully develop their abilities. Likewise, this approach breaks all the stereotypes of a traditional education.

Action research has been identified as a fundamental tool for professional development through continuous reflection. Therefore, using this research design allowed us to move forward from innovation, evaluation and constant feedback. Distinguished by its intent to instigate tangible change, action research is inherently proactive and intertwines the acts of observing and acting. A major advantage is that action research allows you to actively participate in the research process. Rather than being a passive observer, you become an engaged participant, which can lead to a deeper understanding of the issues at hand.

This project made some contributions to the PBL methodology, including: the relationship between English and the cultural aspects of our country (Colombia). This allowed the context to be significant, since topics such as gastronomy, culture and traditions of the Colombian regions were addressed. Since most of the participants were housewives, topics such as food in English allowed the participants to feel connected to the content of the project.

Another contribution was to promote in the students the ability to compare different cultures; to encourage creativity to represent visual products such as digital infographics and manual recipe books; one of the most significant contributions was the development of communication skills. Throughout the project, the students demonstrated their skills orally through presentations, and in writing through posters and recipes.

When conducting a research study, it is possible that some difficulties may arise, and our study was no exception. At the beginning of the research, there were difficulties in the selection of participants, since finding a population of the required age for the study was a bit complex due to issues of availability, location and/or motivation. Faced with this difficulty, it was decided to create flexible schedules for everyone and a place where all participants could arrive without complications.

Another difficulty related to time availability was the application of the instruments (interview), since both researchers and participants were not available at the same time; we, the researchers, because our work life interfered with the availability of the participants, since they usually work in different cities or due to health issues. The solution to this difficulty was to organize the researchers' schedule according to the availability of each of the participants.

After a long research work on PBL as a methodology to promote English language learning, it is considered that there are important aspects on which future researchers can focus their attention on. For example, it could be interesting to explore the learning strategies for the use of ICT with PBL; thinking about improving the teaching-learning processes through the integration of these aspects, besides being able to create interactive spaces and at the same time improve the technological skills of this century.

Second, it could be important to research about PBL as a tool to improve phonetics; a study through which you can integrate culture by investigating different communicative contexts, and analyzing accents or pronunciation of your country or others.

Third, it is proposed to explore PBL as a methodology to improve vocabulary learning; apply PBL, to contextualize the vocabulary, so that it is integrated into a real situation to solve a real problem. Finally, further research might focus on PBL as a tool to promote cultural awareness in a second language; it consists not only in learning vocabulary, but learning about customs and perspectives of different cultures, which will allow students to have the ability to respect and make decisions regarding cultural issues.

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ANNEX

ANNEX 1: Field diary

FECHA Y HORA	19-05-2024 / 03:00 PM
INVESTIGADOR/ OBSERVADOR	LINA RONDÓN
LUGAR:	CASTILLA LA NUEVA- META

Descripción de actividades y consideraciones interpretativas con respecto al objetivo o pregunta de investigación

Before starting the class, I introduced myself to the students and asked them their names in English, at first, they did not understand the question until I emphasized “Mi naameeee is Lina and you?” They instantly understood that I was referring to the name and began to introduce themselves one by one. Then, I told them the reason for the classes and the methodology I would use to carry them out.

Before starting the first activity, ask some questions:

In the first question, the students couldn't understand since they have no previous knowledge of the language. So after asking it in English I translated the question word for word, so that they answered in Spanish and I confirmed in English.

In the second question, as they mentioned the regions I counted in English using my fingers so they knew we were counting and at the end they had to say the total number in this case 6. Then as we practiced the pronunciation of the regions we also practiced the numbers in English.

And on the third question, since the pronunciation of the regions in English is like in Spanish, it was a little easy for them to understand that I was asking them what region they live in. The students responded by correcting each other's pronunciation.

After the questions I started with the first activity, which consisted of watching a video and answering some questions about it, the questions are in a format that was given to them at the beginning of the activity.

At the beginning of the class, it was observed that the students were a bit nervous as they said they didn't know any of the language and even made comments such as:

“El inglés no es para mí” [Dilia] / “Que pena hacerlo mal” [Ernesto]

To develop the activities, the students were organized in pairs. These pairs were selected according to age (Ernesto 42 and Paola 56 / Susana 45 and Dilia 64).

Since the students have no knowledge of English, I had to translate the instructions of the activities and use gestures to make myself understood.

In addition, since the video was entirely in English, I had to pause constantly and pronounce the vocabulary so they could understand a little, sometimes I pronounced the words in English and Spanish for them to understand what was happening in the video.

As I showed the video, they were answering questions about it with my help. Between them they socialized the answers and divided roles such as: the person who wrote and the person who was more attentive to the video.

UNIVERSIDAD SANTO TOMÁS

English I
Regions and Typical Dishes

Name: Silvana Patricia Castro Luna

First Video

Discuss:
Write the correct answer about each question.

A

1. What are the Colombian regions? Caribbean region, Pacific region, Andean region, Insular region, Orinoquia region, Six region
2. How many Colombian regions are there? Six region
3. Which region do you live? Orinoquia region

B

1. How many regions are presented? Six
2. What are the qualities that describe to Colombia in the video? Archaeological, Culture, Biodiversity, Co
3. What are the three names of typical dances or music? Porro, Vallenato, Cumbia

C

1. In the video, what are the three types of music that representative the Caribbean? Porro, Cumbia, Cuban
2. What is the green heart of Colombia? Amazon Region
3. Some Regions are based on Ancestral Traditions? Yes

Second Video

Write the correct answer about each question.

UNIVERSIDAD SANTO TOMÁS

English I
Regions and Typical Dishes

Name: Herimilda Castro Sandoval

First Video

Discuss:
Write the correct answer about each question.

A

1. What are the Colombian regions? Caribbean region, Pacific region, Andean region, Insular region, Orinoquia region, Six region
2. How many Colombian regions are there? Six region
3. Which region do you live? Orinoquia region

B

1. How many regions are presented? Six
2. What are the qualities that describe to Colombia in the video? Culture, biodiversity, Archaeological
3. What are the three names of typical dances or music? Vallenato, Cumbia, Porro

C

1. In the video, what are the three types of music that representative the Caribbean? Vallenato, Cumbia, Porro
2. What is the green heart of Colombia? Amazon Region
3. Some Regions are based on Ancestral Traditions? Yes

Second Video

Write the correct answer about each question.

After watching the first video, the students had to look for relevant information about the regions of Colombia and I (teacher) had to write that information on the board.

The search for information was a bit complex for them since only 1 of each pair knew how to handle cell phones correctly.

The second activity also consisted of watching a video and answering some questions about it.

I began to present the video on the television while the students paid attention, and as the video progressed, pauses were made to explain one by one the questions of the activity

The students rarely asked to repeat the video because they had trouble understanding and quickly grasping the information.

Since the estimated time for the class was two hours, post activities could not be carried out.

About students

Regarding the development of productive skills, the class was mostly focused on speaking. While it is understood that speaking is one of the most difficult skills to develop, students were very willing to practice vocabulary pronunciation and activities involving the skill.

https://youtube.com/shorts/Sin92Ag_glY?si=TkvbOqAEAaBCiMES

https://youtube.com/shorts/3ykhp6Ueu_4?si=QhCxcLVwgH1V4UjB

Before:

Dilia the 64 year old student said she felt sorry for her classmates because they were younger than her and on a few occasions expressed that English was not for her so she kept silent.

Paola, the 56 year old student from the beginning of the class was a little embarrassed (for pronouncing incorrectly), confused (for not knowing the language) and motivated to learn, to pronounce correctly and to practice the vocabulary.

Ernesto and Susana, 42 and 45 year old students, had totally different attitudes towards the language, in spite of not understanding and not knowing how to pronounce, they showed a very positive attitude, apparently they were not afraid of making mistakes in front of their classmates, on a few occasions they showed a little embarrassment when pronouncing, but they tried.

After:

After the end of the class, the students were motivated, I could see that they kept practicing the pronunciation among themselves and even asked anxiously for the next class and asked questions and made comments such as:

What will the next class be about?

Can we invite more people?

Is it right to say “Amazon region” ? Regarding to pronunciation.

FECHA Y HORA :	23-05-2024 / 4:00 PM
OBSERVADOR / INVESTIGADOR	LINA RONDON

Descripción de actividades y consideraciones interpretativas con respecto al objetivo o pregunta de investigación

I started the class by greeting the students in English and guided them to respond to the greeting with a little help.

Today a new student joined the class, her name is Mariana and she is 30 years old.

Before the class started, I asked them about the regions and they mentioned the ones they remembered.

At the beginning of the class I could identify that the students felt comfortable and confident both with their classmates and with me. I can affirm this because they pronounced in a cheerful and confident tone the vocabulary seen in the previous class (Colombia's regions).

For this class, students had to finish the pending activities (Create the poster and present it).

For the creation of the poster, the students had to look up information in English about the regions and then use it for the poster. This part of the activity made Dilia feel a little frustrated since she has a hard time with technology, but with my help she was able to finish the search for information.

Then, in the creation of the poster I had to give them the instructions on how to use the application (CANVA) in Spanish.

Students' posters



sancocho de gallina

Dances

Joropo Dances

Cultures

coleo

pacific region

Food:

- arroz atollado
- sancocho de gallina
- chontaduro

DANCES:

- + La contradanza
- +el mapale
- +currulao
- +el bunde
- +el agubajo



Regarding the elaboration of the poster, students were expected to put more relevant information and in a more organized way, on the contrary, the information they presented was limited (Music, food and dances).

With this activity, emphasis was placed on speaking skills as they had to present it orally in front of their classmates.

Speaking production:

The activity was carried out in groups:

Group 1: Dilia (64 years old), Susana (45 years old) and Mariana (30 years old), I could

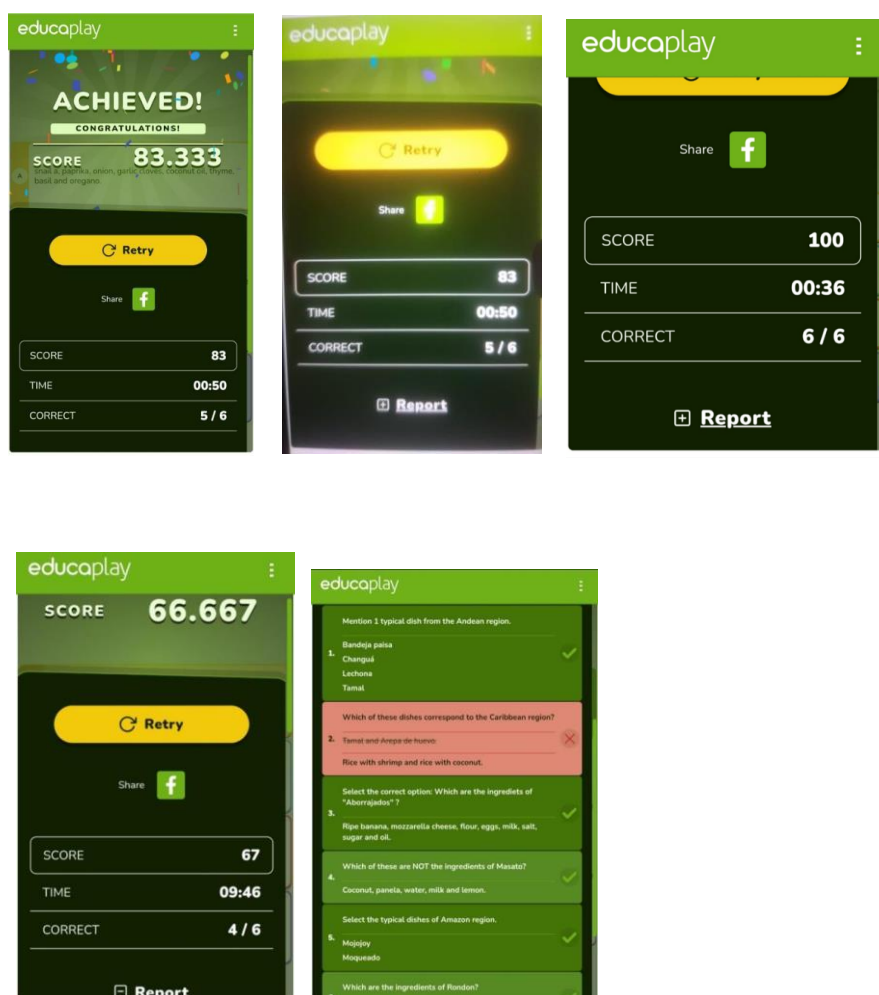
observe that teamwork made Dilia feel a little more comfortable practicing and presenting her contribution in the activity. Susana, on the other hand, was very willing and acted as a leader in front of her group in terms of practicing pronunciation and assigning the script of what they should say. Finally, thanks to the teamwork, Mariana was able to catch up on the vocabulary from the first class and interact well with her classmates.

Group 2: Ernesto (42 years old) and Paola (56 years old), in this couple, I was able to observe that Paola can sometimes feel stressed by the issue of handling technology as well as Dilia. Ernesto is usually curious about the vocabulary that is presented during the

activity, that is, he is always asking about the meaning of words such as “of” “culture” “the” etc.

<https://youtube.com/shorts/gBSVmYAw-PY?si=8cbw0WpHHmZ7P1sI>

In the second part of the class, I did an activity in which I presented the vocabulary (Typical dishes) and the students solved an activity about it. Through the activity, they practiced the pronunciation of some typical dishes and their ingredients. Since most of the dishes shared the same ingredients, I can affirm that the students learned new vocabulary by reviewing the results of the activity.



At the end of the class I analyzed that students feel more comfortable working in a team and this makes the development of skills less complex for them, also I could observe that teamwork makes them feel less frustrated by the language or the use of technologies.

FECHA Y HORA	29-05-2024
OBSERVADOR / INVESTIGADOR	LINA RONDON
Descripción de actividades y consideraciones interpretativas con respecto al objetivo o pregunta de investigación	

We started the class with the English greeting and some ways to respond to it (it was a quick explanation).

I wrote on the board the ways to answer the greeting "How are you?" and the students practiced the pronunciation, then I asked them again and they had to answer on their own.

For this class, the students had the task of drawing the ingredients of the typical dish they liked the most (in teams).

At the beginning of the class I asked the students two questions, with the first one we reviewed the vocabulary of the task and with the second one the new expressions to work on in class.

I could observe that most of them recognize the vocabulary when they hear it, but they are not able to write or pronounce it correctly. Of the 5 students, I have been able to analyze that Dilia, the oldest of them, still feels stress when I ask her to participate in the pronunciation of vocabulary.

The first activity of the class was titled "mercando", it should be noted that the activity couldn't be done correctly since I had to spend a lot of time explaining the expressions to be used, however, it was implemented in a different and more conversational way.

In the speaking activity, some of them were embarrassed to start the conversation.

At the beginning it was difficult for them to pronounce the expressions correctly, but nevertheless I noticed them calm and more confident when practicing, they even laughed among themselves when they made mistakes and tried to help each other.

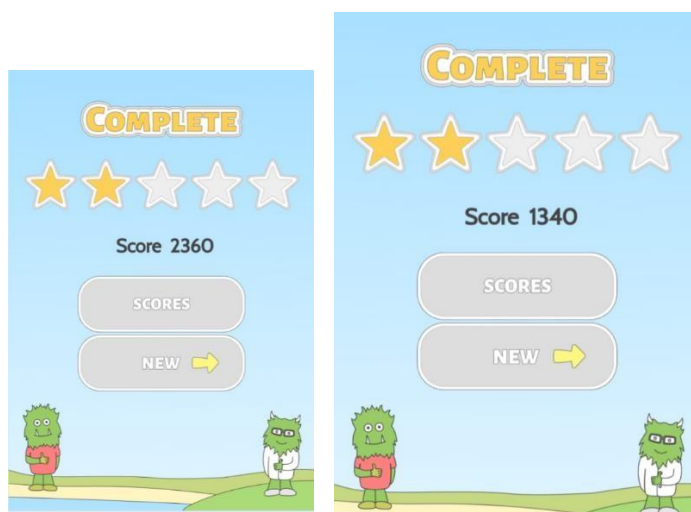
In the creation of the conversation, they limited themselves to following only the model that the teacher presented to them, however, I could observe that they made a great effort to pronounce correctly.

FECHA Y HORA	30-05-2024
OBSERVADOR / INVESTIGADOR	LINA RONDON

Descripción de actividades y consideraciones interpretativas con respecto al objetivo o pregunta de investigación

The class begins with the greeting, always trying to get them to respond in English.

At the beginning it is a little difficult for them to pronounce and they joke about it, but, nevertheless, I could observe that Dilia and Paola find it more difficult than their classmates.



Afterwards, the students had to create an image with the utensils they thought they needed to prepare their typical dish. The activity could not be done correctly since most of the pages asked for payment and the others were a bit complicated to use, so each group sent me their utensils and I helped them with the creation of the image.



Afterwards, each group presented the image orally.

Speaking activity: Students followed a model provided by the teacher with which to start:

-To cook (typical dish) we need/use (utensils).

As they presented, I corrected their pronunciation of the vocabulary. I can affirm that in this activity they felt more relaxed while pronouncing and I did not observe that they were stressed while doing it, in fact, the students stated that the activity was easy.

The second activity was about "Quantifiers".

In this activity, the students had to see flash cards in which they had the quantifiers with some examples and their pronunciation.

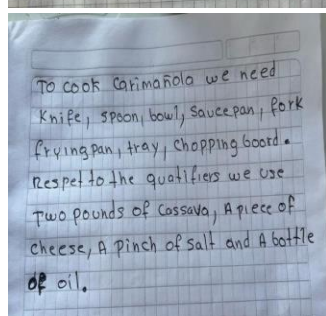
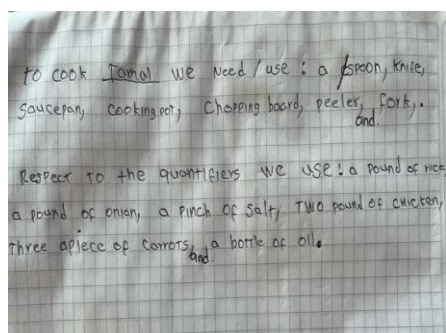
In the course of the activity they were relating the previous vocabulary "Utensils" for example:

A glass of : They already understood that it was a glass of ...

They also related it and made examples with the ingredients, for example:

A spoonful of: they would ask " A spoonful of oil?"

And by the end of the class, they must write a description of the utensils and measurements they would use in their recipe.



For this activity, they tried to write everything without my help, I could observe that they did very well since the errors were miniscule. As for vocabulary knowledge, I observed that they made constant use of the notes in their notebooks.

Regarding the implementation of the activities, they could not be presented as planned

because I did not have the use of a TV or computer to present them, which made them to be

applied in a different way.

FECHA Y HORA	05-06-2024
INVESTIGADOR/OBSERVADOR	LINA RONDON
LUGAR	CASTILLA LA NUEVA

Descripción de actividades y consideraciones interpretativas con respecto al objetivo

o pregunta de investigación

I started the class by greeting them and like all the others, I guided them one by one to answer in English.

Then, I asked two questions first in English and then in Spanish. These questions were the opening to the class activities.

The first activity consisted of explaining the step-by-step format for writing a simple recipe. After the explanation, each pair had to write the step-by-step preparation of the "Arepa de huevo" on the form.

RECIPE

TITLE:
✓ delicious arepa with egg

TOTAL TIME:
✓ FORTY MINUTES

PREP TIME:
✓ TWENTY MINUTES

SERVINGS:
✓ ONE

NOTES
✓ FRY OVER LOW HEAT

INGREDIENTS
EGGS, MASSA,
WATER, salt,
oil, condiment

INSTRUCTIONS

- Prepare massa.
- Assemble the arepas.
- fry the arepa.
- open the arepa.
- crack the eggs.
- finish frying.
- Then eat.

RECIPE

TITLE:
THE BIG AREPA HUENO

TOTAL TIME:
thirty minutes

PREP TIME:
Ten minutes

SERVINGS:
four

NOTES
Don't leave the arepa so thin

INGREDIENTS
Salt and sugar
water
oil
eggs
wheat
margarine

INSTRUCTIONS
one: soak the wheat
two: knead the wheat
three: start assembling the arepas
four: fry the arepas
five: open the arepas
six: poach the eggs
seven: close the arepas
eight: finish to fry

During:

While they were doing the activity, I could observe that students were constantly making use of cell phones to look up information and translate it.

Writing activity:

The students presented difficulty in the development of the activities, and on more than one occasion they had to repeat and improve their production until they achieved a better quality one.

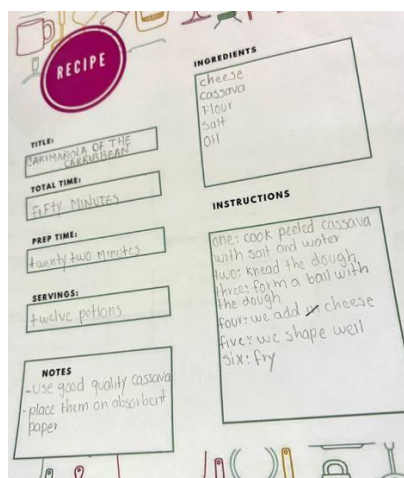
FECHA Y HORA	06-06-2024
INVESTIGADOR/OBSERVADOR	LINA RONDON
LUGAR	CASTILLA LA NUEVA

Descripción de actividades y consideraciones interpretativas con respecto al objetivo o pregunta de investigación

The class started with greetings, I asked them "How are you?" and they answered [I am] , but they were missing the complement so I asked them [I am what?, I am fine, good?] then, the students finished their greetings by answering [I am fine].

Then, I explained to them that this was the last class and that they were going to write a step-by-step recipe of their typical dish and then they would have to present it orally in front of their classmates. Since they had done a similar activity in the previous class, the students seemed a bit calmer.

Afterwards, I explained again the format they were to use to write their recipe and they started writing it down.



RECIPE

TITLE:
TAMALE LA ESTRELLA

TOTAL TIME:
FIVE hours

PREP TIME:
Three hours

SERVINGS:
Ten

NOTES
- Season your dough well
- Soak the leaves well in water
- Arrange the tamales well in the pot

de
INGREDIENTS are
- Pepper, pork, eggs, garlic, onion, peas, maso, water, carrots, rice, potatoes

INSTRUCTIONS
- one maneta oil meats a day before
- two prepare the dough
- three slice the vegetable
- four start bagging
- five Have the pot with boiling water

The students' written production reflects that they have knowledge of the vocabulary they have seen during the project. However, I could observe that they constantly relied on technology to verify the information by translating the words.

As for oral production:

Susana, Dilia & Mariana: I could observe that Dilia, the oldest of the students, has a hard time with oral production, she gets stressed very quickly and refuses to try to do the exercise, on the other hand; Susana, although she is shy because she can't pronounce correctly, is very perseverant; Mariana is much calmer and I could observe that she learned most of the vocabulary so she felt confident in front of her classmates.

Ernesto & Paola: In this group I could observe that Paola is shy but that didn't prevent her from doing the exercise, in some words her pronunciation was wrong but there wasn't evidence that she was stressed by that, like her, Ernesto was one of the students who showed more motivation in this exercise, he always kept his attitude to learn not only the vocabulary for the recipes but others that were useful to him.

ANNEX 2: Interview questions

1. ¿Cómo te llamas?
2. ¿De dónde eres?
3. ¿Cuántos años tienes?
4. ¿Cuál es tu nivel de estudios?
5. ¿Cuál es tu profesión o a qué te dedicas?
6. ¿Cuál fue o ha sido tu relación más cercana con el inglés?
7. ¿Cuáles son tus mayores desafíos al aprender inglés?
8. Después de haber terminado el proyecto ¿Podrías describir lo que significa para ti el inglés antes y después de formar parte del proyecto?
9. ¿Podrías contarme un poco del proyecto?
10. ¿Qué aprendiste en términos culturales durante el proyecto?
11. ¿Qué aprendiste en términos de idioma inglés durante el desarrollo del proyecto?
12. ¿Cómo fue tu experiencia usando el celular y CANVA durante la clase de inglés?
13. ¿Qué aprendiste de tus compañeros al trabajar en grupo y cómo te sentiste trabajando en grupo?
14. Después de trabajar en equipo, ¿prefieres trabajar de manera individual o grupal?
¿Por qué?
15. ¿Cómo te pareció el material tales como videos e imágenes para el desarrollo de las clases?
16. ¿Hay algún aspecto del aprendizaje del idioma que te generó ansiedad o nerviosismo

durante el desarrollo del proyecto?

17. ¿Qué actividades en clase te hicieron sentir más motivado? ¿Por qué?

18. ¿Qué actividades de la clase te gustaron y por qué?

19. ¿Cómo te sientes cuando tienes que hablar en inglés frente a tus compañeros?

20. ¿Preferirías tener más actividades de aprendizaje basadas en proyectos en tus clases de idiomas en el futuro? ¿Por qué sí o por qué no?

21. ¿Sientes que mejoraste algunos aspectos del idioma, por ejemplo, la pronunciación, el habla, la escucha o escritura?

22. ¿Cómo te sentiste al terminar el proyecto?

ANNEX 3: Interview transcription

1. Dilia's interview

1. Dilia
2. 64 años
3. De Villavicencio
4. Ama de casa.
5. Quinto de primaria
6. Nunca tuve relación porque en el año que estudiábamos, no tuvimos esta materia.
7. Mis desafíos al aprender inglés es que, como siempre he sido ama de casa el tiempo no me alcanzaba porque tenía que cuidar mis hijos estar pendiente de mi hogar, todo eso. No tuve ese coso de aprender, entonces por eso se me dificulta.

8. Pues antes se me dificultaba porque no sabia pero ahora que aprendí me ha parecido bueno más fácil me gustaría aprender más porque es muy necesario a la edad que tengo aprender pq eso no es tarde para nada.
9. Pues la verdad aprendí a conocer los platos típicos de la región, los utensilios de la cocina, conocí muchas cosas de las comidas y hoy me siento muy bien porque antes no los conocía no sabia y ahora me siento muy bien, contenta muy alegre por haber aprendido., ¿son buenas ideas de aprender inglés.
10. Pues yo aprendí las comidas típicas de las regiones y ahora me he dado cuenta. Que por acá utilizan mucho la carne llanera pero ahora que me doy cuenta, hay muchos platos. En otras regiones que son más excelentes, más buenos y aprendí de eso y me he dado cuenta. Qué puedo hacer platos diferentes.
11. Pues aprendí unas cosas. ¿Qué usaba en mi casa pues ahora ya las aprendí en inglés ¿Y a pronunciarlas y ya me he dado cuenta que puedo aprender cosas en inglés ya estoy contenta por eso.
12. Pues para mí, la verdad fue muy difícil porque no sabía utilizar el teléfono pero al pie de todos mis compañeritos, aprendí y ahora no se me hace difícil. Veo que es muy bueno.
13. Pues aprendí que las cosas eran mejor más sencillo, más bueno porque ellos me ayudaban me enseñaron y ahí me sentí muy bien.
14. Pues prefiero seguir trabajando en equipo porque la verdad siento mucho apoyo y así aprende a pronunciar mejor las palabras y saber lo de las regiones.
15. Pues me pareció muy bueno porque la verdad aprendimos que uno mirando las imágenes podíamos relacionar la imagen que se miraba con la palabra correcta, eso nos ayudó mucho.

16. Sí, me daba muchos nervios y me trababa mucho para decir las palabras porque me daba miedo por mis compañeros y ellos se rieran por qué yo no la pronunciara bien.
17. Al momento de realizar el postre porque ya me sabía la receta y anhelaba el momento de hacerlo.
18. La verdad me sentía muy avergonzada, penosa por qué pensaba que si decía una palabra mal, ellos se iban a burlar de mí pero no gracias a Dios no se burlaron de mí y estuvimos muy bien con ellos.
19. Pues si ahora que aprendí que si que es necesario que me gustaría aprender más.
20. Si pues siento que a medida de cada clase iba aflojando la lengua y podía pronunciar mejor
21. Me siento muy contenta, muy alegre porque nunca yo nunca había estudiado inglés me sentó muy contenta y feliz.

2. Paola's interview

1. Paola
2. 55
3. Villavicencio
4. Quinto de primaria
5. Ama de casa
6. Ninguno porque en la época que estudiaba no existía o no nos daban este tipo de clases pronunciaciones.
7. Pues, mi mayor desafío es que se me dificultó mucho el inglés, por qué en la época que estudié no lo conocí y por la edad.

8. Pues antes, como ya lo había dicho, creía que era muy difícil aprenderlo, pero ya con estas clases me siento bien porque sé que puedo aprender poco a poco y siento que avancé un poco.
9. En el proyecto que tuvimos en la clase, aprendimos. Los platos típicos, los utensilios, las regiones y muchas cosas más.
10. Aprendimos, pues todo lo que fue de gastronomía, aprendimos mucho los platos típicos de otras regiones.
11. Aprendimos lo que fue la pronunciación y cómo escribir algunas palabras que ya sabíamos cómo era español, pero que no en inglés.
12. Pues cuando mis compañeros me explicaron ya más o menos sabía y después intenté hacerlo por mi sola y ya por último, pude acceder a la aplicación.
13. Pues gracias a Dios me sentí muy orgullosa porque nunca había tenido la oportunidad de estar reunida trabajando así con personas de mi misma edad aprendiendo. Me hace sentir satisfecha.
14. Grupal, pues porque hay mucho más apoyo y mejor aprendizaje.
15. Pues me pareció muy bueno, porque aprendí palabras que no las sabía, por ejemplo de los videos porque nunca tuve la oportunidad de tener una clase así y aprender más.
16. Pues al principio me sentí muy nerviosa, pero ya después me fui relajando ya compartíamos y nos reíamos y se me quitó un poco los nervios.
17. Me motivé porque en esta clase aprendí lo que no sabía y no fue tan difícil y no he aprendido cómo aprendí en esta clase.
18. Me gustó mucho porque nunca habíamos pronunciado los platos típicos de mi país en inglés, y también porque no sabía los ingredientes en inglés, pero ya ahora lo sé.

19. Al principio me sentí un poco nerviosa de qué me hicieran una pregunta y alguien me volteará ver qué se burlara.
20. Pues sí, me gustaría tuvieran más porque entre más hayan clases aprendo mucho más del idioma y me gustaría aprender mucho más.
21. El habla porque me sentí más segura porque me sentí mas suelta porque al principio me sentí muy tensa, pero ya fue aflojando un poco.
22. Me sentí muy satisfecha porque nunca había tenido una clase como las que tuve que podía mirar videos, imágenes para guiarme y saber las palabras que ya la profesora nos había enseñado y quiero que haya más proyectos para poder seguir avanzando.

3. Mariana's interview

1. Mariana
2. 30 años
3. De castilla la nueva
4. Técnica
5. En este momento soy ama de casa
6. Mi relación más cercana fue en mi bachiller y un poco en la técnica y ya pues, con este proyecto nuevo fue lo último que he hecho en inglés.
7. Pues de pronto, el mayor desafío fue no poder seguir estudiando.
8. Bueno el antes era por requisito del colegio del estudio para graduarse, pero ahora con los temas aprendidos le di más importancia al inglés y siento que es mejor empezar a estudiar sin importar la edad.
9. Del proyecto, pues bueno, se basaba más cómo en los platos típicos de Colombia, los utensilios de cocina las recetas e ingredientes que tiene cada región con sus platos típicos.

10. en culturales, básicamente, fue como la gastronomía de nuestro país de aprender también nuevas recetas y nuevos platos que no había escuchado como tal.
11. Los términos como más aprendidos fueron los utensilios e ingredientes y fue un aprendizaje más.
12. Fue una experiencia nueva porque Canva es una aplicación que es facilitador para realizar actividades y al principio fue un poco difícil, pero ya después la teacher nos explicó y trabajando en grupo, fue más fácil.
13. pues, el trabajo en equipo fue una experiencia ¿Cómo de más ayuda en temas de palabras que no entendíamos, pero el otro compañero sí y pues el equipo ahí entre todos fue. Muy significativo muy chevere
14. No grupal por qué es una experiencia muy acogedora porque es de bastante ayuda trabajar en equipo es apoyar, no es más y trabajar más
15. Me pareció muy chevere en temas Los videos en inglés no los entendía mucho, pero las imágenes eran de gran ayuda y conociendo más del tema, entonces era más, no hacía más fácil entender el tema y todo el video.
16. Si sí, la experiencia de pasar al frente. Se pronto de equivocarse y los compañeros se burlaran entonces me daban nervios
17. Bueno pues la verdad fueron unas clases y un proyecto muy bonito. Con unos temas pues muy llamativos. No siempre lo mismo.

4. Ernesto's interview

1. Mi nombre es Ernesto
2. Tengo 42 años

3. Vivo en Castilla La nueva
4. Soy bachillers
5. Soy conductor.
6. Eh, pues ahorita en el proyecto que estuvimos, de resto no había tenido más cercanía así.
7. El desafío más grande es como los nervios. De pronto, pues ya la edad también.
8. Pues antes uno no lo miraba tan importante, pero ahorita tras tomar clases, pues ya le da la importancia que tiene aprender.
9. En el proyecto iniciamos con las regiones, los platos típicos, los utensilios de cocina, las recetas de la comida de cada plato típico de la región.
10. Aprendimos a saber la gastronomía de cada región, sus platos típicos, lo que les gustaba, o sea, que comían cada región.
11. Lo que más aprendemos del del inglés es que se escriben las palabras de una manera y se pronuncian de otra.
12. Al principio fue difícil porque pues uno siempre tiene otras aplicaciones que usa todos los días y son fáciles . Y pues está no la había utilizado antes, pero nos ayudo para ser más fácil el aprendizaje.
13. Qué pues es más fácil del aprendizaje, se trabaja más tranquilo porque lo que uno no puede o no sabe se lo pregunta ellos, ellos le colaboran y es más fácil.
14. Eso me hizo sentir mejor, en el tema de los nervios me siento más tranquilo.
15. Prefiero trabajar en grupo porque se me facilita el aprender, como lo mencioné anteriormente.
16. Pues los videos me parecieron un poco difíciles porque como eran en inglés, pero

- entonces con las imágenes sabíamos que quería decir cada palabra, entonces fue mucho más fácil de entender. Si me generó nerviosismo el pasar al frente y
17. pronunciar las palabras, Porque le da pena a uno pronunciar las palabras que de pronto los compañeros se rían.
 18. Aprender a saludar y despedirse en inglés, porque no lo había hecho, pero ahora ya puedo hacerlo y me hace sentir bien.
 19. Las actividades que más me gustaron fue porque aprendimos a dibujar los utensilios de cocina, porque hacía mucho tiempo que no lo hacía.
 20. Si me gustaría en el futuro seguir aprendiendo porque es bueno y es necesario.
 21. Si,el habla porque puedo pronunciar algunas palabras.
 22. 22.Me sentí motivado porque apesar de mi edad se que puedo aprender un idioma.

5.Susana's interview

1. Susana
2. De Castilla la Nueva
3. 46 años
4. Ama de casa
5. Bachiller Académico
6. El estudio de mi hija, por ejemplo, cuando le ayudaba con las tareas.
7. La falta de oportunidades, fue el mayor desafio al aprender inglés

8. Antes pensaba que el inglés era muy difícil y ahora con lo aprendido pienso que es falta de práctica.
9. Durante el proyecto se aprendió sobre las comidas típicas, tradiciones y costumbres de otras regiones.
10. Aprendí la diferencia entre la gastronomía de las regiones de nuestro país.
11. Aprendí que las palabras en inglés se escriben de una forma y se pronuncian de otra, incluso unas se escriben como en español.
12. No conocía la aplicación canva, pero fue algo nuevo que me dejó el proyecto aparte de inglés.
13. Me sentí bien porque se aprende a trabajar con las diferentes ideas de los compañeros.
14. Prefiero trabajar en equipo, porque se intercambian opiniones y algunas ideas.
15. Bueno porque presento mucha información que no conocía y además siento que fue de ayuda para entender.
16. Exponer y explicar las actividades a los compañeros me daba nervios.
17. Cuando empecé a entender las palabras que pronunciaban la profesora y los compañeros.
18. Cuando diseñamos las recetas y los ingredientes,
19. Me siento nerviosa al hablar frente a mis compañeros ya que no es fácil equivocarse frente a otros.

20. Si, porque se expande el conocimiento de un tema.
21. La pronunciación, porque fue algo en lo que me enfoque y siento que lo mejore.
22. Bien porque obtuve un poco de conocimiento tanto en el inglés como en las culturas.

ANNEX 4: Ethics

Consentimiento informado

Villavicencio, 03 de mayo de 2024

Asunto: Solicitud de autorización de uso de datos personales con fines investigativos y académicos.

Nuestros nombres son Kareem Dahiana Riapira Morales y Lina Marcela Rondón Suarez estudiantes de la Lic. en Lengua Extranjera Inglés de la Universidad Santo Tomás Abierta y a Distancia (DUAD). Nos encontramos realizando nuestro proyecto de grado titulado **"PBL: metodología para promover el bilingüismo en adultos mayores"**: por lo cual, solicitamos su consentimiento para el uso de sus datos para la implementación de este. Este proyecto está enfocado en identificar, analizar y promover las habilidades del inglés en adultos mayores, con una metodología enfocada en proyectos para facilitar el aprendizaje y disminuir los obstáculos desarrollados en el transcurso del aprendizaje de una segunda lengua, tales como la ansiedad, frustración, y miedo a hablar por temor a errar.

La implementación de este proyecto requiere de su participación en una entrevista grabada en audio/video y fotos que se llevará a cabo en 5 sesiones o las necesarias para llevar a cabo nuestro proyecto (todas las sesiones serán grabadas). La participación en este proyecto es totalmente voluntaria. Si usted desea retirarse del proyecto en cualquier momento, puede hacerlo sin que esto le genere algún perjuicio. Es importante mencionar que la participación en esta investigación no tiene compensación monetaria, así mismo, toda la información recolectada será de carácter confidencial y se usará únicamente con propósitos investigativos y académicos.

Si desea ser partícipe de esta investigación, por favor diligencie el siguiente formato.

Yo, _____, identificado con documento C.C. No. _____, autorizo mi participación de manera voluntaria y doy permiso de usar mis datos con fines investigativos y académicos, que serán tratados de carácter confidencial para el desarrollo del artículo titulado **"PBL: metodología para promover el bilingüismo en adultos mayores"**, dirigido por las estudiantes Kareem Dahiana Riapira Morales y Lina Marcela Rondón Suarez de la Universidad Santo Tomás Abierta y a Distancia. También, somos conscientes de que la participación en este proyecto no tiene remuneración monetaria y puedo desligarme del estudio en cualquier momento si así lo deseo.

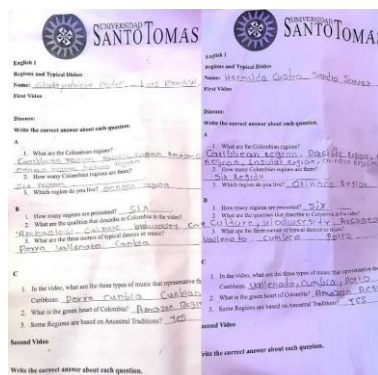
Firma
CC.
Celular.

De antemano, agradezco su colaboración.

Cordialmente,

Kareem Dahiana Riapira Morales,
Lina Marcela Rondón Suarez,
Lic. en Lengua Extranjera Inglés
Kareemriapira@usantotomas.edu.co / linarondon@usantotomas.edu.co
3104762315 y/o 3195137419

ANNEX 5: Student's products



Here you can see the student's products- Lesson 2

Here you can see the student's products - Lesson 2

Student's products –Lesson 3



pacific region

Food:

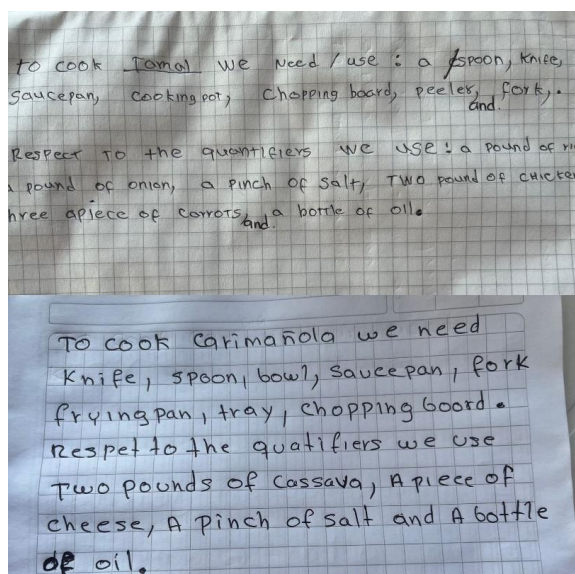
- arroz atollado
- sancocho de gallina
- chontaduro

DANCES:

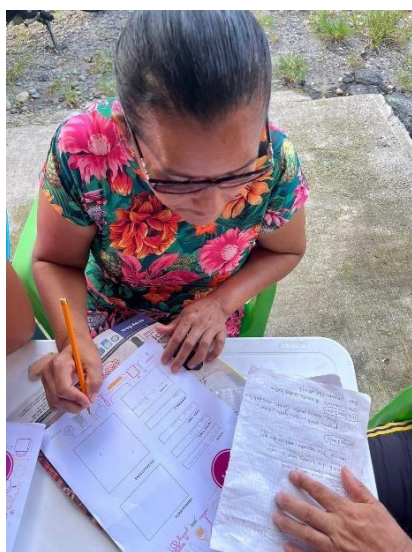
- + La contradanza
- +el mapale
- +currulao
- +el bunde
- +el agubajo



Here you can see the student's products - Lesson 3



Student's products –Lesson 4



Student's final products

RECIPE

TITLE:
THE BIG AREPA HUENO

TOTAL TIME:
thirty minutes

PREP TIME:
Ten minutes

SERVINGS:
four

NOTES
don't leave the arepa
so thin

INGREDIENTS
salt and sugar
water
oil
eggs
wheat
margarine

INSTRUCTIONS
one: soak the wheat
two: knead the wheat
three: start assembling the
arepas
four: fry the arepas
five: turn the arepas
six: poach the eggs
seven: close the arepas
eight: finish to fry

RECIPE

TITLE:
CARIMANOLA OF THE
CARIBBEAN

TOTAL TIME:
FIFTY MINUTES

PREP TIME:
Twenty two minutes

SERVINGS:
twelve portions

NOTES
- Use good quality cassava
- place them on absorbent
paper

INGREDIENTS
cheese
cassava
flour
salt
oil

INSTRUCTIONS
one: cook peeled cassava
with salt and water
two: knead the dough
three: form a ball with
the dough
four: we add in cheese
five: we shape well
six: fry