

Fostering students' self confidence in English class through a project-based proposal

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Resumen

Este estudio investiga los resultados del método de enseñanza PBL (Project Based Learning) enfocado en el proceso de aprendizaje de los estudiantes enfocado en el proyecto de investigación de arte en un grupo de estudiantes de 11 a 12 años que cursaban séptimo grado. Se diseñó el journal (Planeación) y una guía de trabajo para determinar los resultados de la enseñanza del inglés a través de un método diferente al que ellos conocen al momento de aprender el idioma extranjera relacionándolo con el arte, donde cada uno de ellos desarrollaba en el proceso sus habilidades en el idioma inglés.

Durante la investigación se empleó el enfoque de investigación cualitativo, el uso de esta herramienta nos permitió hacer hallazgos de datos importantes como las necesidades de los alumnos, las estrategias o metodologías de aplicación en el aula enfocadas al aprendizaje del inglés (L2). Los datos fueron recolectados a través de diarios de campo del docente, entrevistas y encuestas en línea. El análisis mostró resultados interesantes sobre la efectividad del método PBL en el contexto educativo, entre otras su capacidad para mejorar la participación, trabajo colaborativo y el compromiso de los estudiantes con el aprendizaje de la lengua extranjera. Los resultados dan pistas sobre estrategias valiosas para educadores y profesionales que pueden beneficiarse de ellas es su ejercicio profesional.

Palabras clave: PBL (Project Based Learning), aprendizaje del inglés, estrategias, segunda lengua extranjera, investigación cualitativa, habilidades.

Abstract

This study investigates the results of the PBL (Project Based Learning) teaching method focused on the learning process of students focused on the art research project in a group of students from 11 to 12 years old in seventh grade. The journal (Planning) and a work guide were designed to determine the results of teaching English through a different method than the one they know when learning a foreign language, relating it to art, where each one of them developed their English language skills in the process.

During the research the qualitative research approach was used, it allowed the identification of important data such as the needs of the students, the possible explanations for them and the strategies or methodologies that could promote the learning of English (L2). The data were collected through teacher's field diaries, interviews and online survey. The analysis presented interesting results on the effectiveness of the PBL method in the educational context, highlighting its possibility to improve participation, collaborative work and students' commitment to learning a foreign language. The results hint towards valuable strategies for educators and practitioners that can benefit from them in their professional exercise.

Keywords: PBL (Project Based Learning), English language learning, strategies, second foreign language, qualitative research, skills.

1. Contextualization

The present sections will present a brief description of the study, its purpose and contributions. It also presents information on the context and the participants. Finally, it will show how the research is connected to the research field and lines in the Bachelor's programme in Teaching English as Foreign language at Santo Tomás University.

This study corresponds to a qualitative study due to the nature of the problem and the instruments selected to collect data. Also, since the problem identified corresponded to difficulties faced by a group of seven graders in the English class when taking part in class activities, the teacher-researcher decided to design and implement a pedagogical intervention, this made the study an Action Research one. The pedagogical intervention's objective was to permit students to overcome some of the difficulties they had in oral activities. With this objective some strategies used in PBL were selected for the intervention. Some of the results from the study showed how the strategies implemented in the frame of PBS created a learning environment that allowed students take part in oral activities in English in a more comfortable way.

The study was carried out at the School Albert Einstein, it is located in the city of Villavicencio in the department of Meta. The school is a private school that offers education to children in a popular area of the city. This educational institution focuses on promoting autonomy in students, it also promotes the development of an entrepreneurial spirit to give students the tools to be able to insert themselves in current economy trends. The school's curriculum also seeks to foster creative and critical thinking and sound

decision-making that could allow students to face challenges their environment will pose.
(PEI, 2004, p. 5)

The research was carried out with a seven-grade group, class 701. The class had 21 students, their age range was between 11 and 12 years, there were 9 girls and 12 boys who mainly belong to stratum 3. Most of the students were motivated to learn English and to try new activities in class.

In the English class, the teacher-researcher closely observed the students' performance in different activities. It was possible to identify difficulties in formal aspects such as pronunciation and in aspects related to communication skills as contextual language comprehension and fluency in speaking, among others. Although these difficulties impacted their communicative skills, students' enthusiasm and interest in using English were evident.

It was also identified that although students performed well in many of the learning activities and were highly motivated, they felt nervous and lacked confidence in their speaking abilities in English. These feelings, in turn, affected their oral production in the class. Burns (2024) states that “factors that cause difficulties [...] are lack of general knowledge, fear of making mistakes, lack of word usage and grammar practice, nervousness, fear of criticism, and pronunciation of unfamiliar words”. (p. 5). Since many of these factors became evident in the observation exploring and implementing appropriate strategies that may be effective in avoiding or reducing negative feelings at the same time as they support the learning of English as a foreign language in such an

environment became very important. With this in mind, after the teacher-researcher revised various methodologies to teach English as a foreign language, she decided to use PBL and some of the strategies that belong to this methodology to create activities to be used in the course 701.

This study aligns with research line one in the Bachelor's programme "Teaching and learning English as a foreign language", macro-project one "Innovative practices in English language teaching and learning: practices of the LLEI pre-service teachers of the LLEI pre-service teachers" and sub-project "Pedagogical innovations resulting from the implementation of approaches implementation of approaches, methods, methodologies in the learning and teaching of English" since the implementation of a pedagogical intervention based on PBL looked for presenting students with better opportunities in the classroom to improve their use of English as a foreign language. The pedagogical design implemented in the study also aimed to foster an active and participatory approach that engaged students in their own learning process according to the school's philosophy.

This research offers a view on how using innovative strategies for teaching a foreign language in high school can help students not only improve their comprehension of contents but also to improve their communicative skills and in this particular case it they also contributed with the refinement of skills such as autonomy and group work.

Finally, through the results of the implementation of pedagogical and didactic strategies in the frame of PBL, this research hopes to provide teachers with efficient tools

to overcome factors that can hinder students' development of some aspects of their speaking skills such as shyness, fear of making mistakes or lack of motivation.

2. Research Statement

This section will present the reader with information on how the research interest arose, evidence to justify the existence of the problem. Subsequently, the research question and the research objective are presented too.

At the beginning of the school year 2023, the teacher-researcher conducted some activities in the English class in the course 701, though the review activities were considered rutinary ones according to the syllabus, it was possible to identify some students were having difficulties to carry them out. The students showed difficulties regarding aspects such as pronunciation, their ability to understand contextual meaning and limited participation in oral tasks among others. They also showed some signs of anxiety and nervousness. However, along with the difficulties, it was also possible to point out some of the reasons why this was happening. Among the main reasons, lack of confidence in their pronunciation, fear of making mistakes and embarrassment or shyness when using English in front of the class stood out.

These situations attracted the teacher-researcher's attention, for this reason during the following sessions, after witnessing students' reactions towards the review activities, she decided to carry out a more formal observation. Field notes resulting from these observations were registered in the teacher's journals. (*See Annexes #1 and #2*)

The formal observations again showed, for example, that when the students were doing an oral presentation in front of the class or were doing an oral quiz, they students were not able to properly differentiate some specific sounds from others, and this caused mistakes regarding meaning when speaking in English. Observations also showed that when students struggled with pronunciation there were signs of nervousness and fear of judgment from peers, or the teacher and they became reluctant to continue taking part in the activities (*See Annex #2*)

Some students expressed they did not feel capable of doing the presentations or avoided eye contact with their classmates. Shyness may be related to several factors, such as fear of failure, embarrassment about making mistakes in public, or the perception that their pronunciation or fluency does not meet desired standards according to the courses' syllabus. (*See Annex #2*)

During the observations, it was also possible to identify some aspects of students' performance when writing short texts. When students were asked to write although they were committed with the activity, their texts showed some problems with grammar and limited comprehension of instructions and messages in English (*See Annex #2*).

Although the above-mentioned difficulties were detected, observations also showed that students had some knowledge of basic vocabulary such as everyday activities, common places and family members, among others. Regarding grammar students were able to use, with some mistakes, simple present tense, simple past and some future structures. Attention was given to these tenses since they are part of the expected elements students should master in seventh grade according to the DBA (Derechos Básicos de

Aprendizaje). For this reason, the teacher researcher decided to take advantage of what they already knew. In this regard, Hansen (2009) mentions that “the most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly”. In addition, it is crucial students relate previously learned knowledge with the new knowledge, then they will be interested and focused on classroom activities (Ausubel, 1968, p. vi).

The main interest in developing this research was to use what students already knew, their own experiences and the abilities they had to improve their speaking skills by building knowledge within real contexts.

Another interest the teacher-researcher had was to improve students’ experiences in the English class by providing them with tools to enhance their autonomy and cooperation skills; elements that are essential not only for strengthening oral production in a foreign language but also for their life.

2.1 Research question

From the situations presented above, the following research question arose:

How can project-based learning be implemented in a seventh-grade course to foster students’ motivation to participate in oral production activities in the English classroom?

2.2 Research Objectives

2.2.1 General objective

To identify how the implementation of project-based learning can foster seventh grade students' motivation to participate in oral production tasks.

2.2.2 Specific objectives

- To Identify the factors that prevent the participants from taking active part in the oral production activities.
- To identify how the implementation of strategies based on project-based learning can help seventh grade students overcome the factors that prevent them from taking an active part in oral production activities.
- To characterize the impact of the project-based learning strategies on students' motivation and confidence during their participation in oral production activities.

3. Theoretical Framework

In this section, the constructs that support the present study are considered significant for its development are presented. The constructs are presented from theoretical perspectives and then linked to the research conducted.

3.1 Project-Based Learning

Project-Based Learning (PBL) is crucial to research on "Shyness as a Difficulty in Learning English as a Foreign Language" because it offers a pedagogical approach that can transform the experience of students, especially those who experience anxiety or insecurity when learning English.

Kurth, (2020) mentioned "It is a student-centered learning method that involves groups of students working to solve a real-world problem, something very different from the direct teaching method in which a teacher presents data and concepts on a specific topic to a class of students".

The educational value of PBL lies in its aim to develop students' creative capacity to solve project-oriented problems, usually in small teams. PBL guides students through the following phases: identifying a problem, proposing a solution, and designing and presenting the final product.

In PBL, the essential aspect to highlight in the research project is that it is a great methodological strategy and teaching tool in the English subject where skills such as

problem solving, creating a product, and interaction with classmates and English skills such as comprehension, speaking and pronunciation, and creativity are developed.

One important aspect of PBL is that students work collaboratively on all stages of the problem to determine the best possible solution, furthermore, this helps students become more aware of their learning and teaches them to ask a question to address the issue that must be solved.

Kurt (2020) pointed out that a learning strategy is important pillar for the development of the projects during the English class, they allowed students to overcome difficulties and foster strengths when learning a foreign language where it is cross-cutting with related areas such as the artistic one. The stages were the main thing in capturing the work of the project implemented in the classroom plan according to the schedule where they could work collaboratively and efficiently in class, verifying the progress of each of the students. (p 1)

Mostly, it is necessary to choose a topic or problem that is important to the students, so that they know it fits and interests them in their past experiences. Then it is necessary to define the goals and results expected from the project, so that the student knows clearly what is expected of him at the end of the process. (Grossman et al., 2019, p 127).

Harada et al. (2024) mentioned that "By doing so, it is expected that the students have enough time for research, collaborative work and the development of solutions. Having the necessary resources and materials to carry out the work is one of the key points. Providing tools helps to maintain the research process and the idea of producing final products". (p. 1)

Additionally, as Larmer and Mergendoller (2010) indicate, through PBL students develop effective communication skills, including clarity, coherence and persuasion, which are also part of linguistic competence. For this reason, in the evaluation of linguistic competence in a PBL project, these three skills can be measured through the observation of the presentation, the validation of the clarity and coherence of the message, and the feedback from peers and the teacher (Wiggins and McTighe, 2005).

Students must learn the value of teamwork and the importance of being involved in the same problem where ideas, strategies and solutions are developed, which contributes to cooperative learning and the development of social skills. In the course of developing PBL, they must organize themselves. Resolving real-world, meaningful problems through projects that require research, analysis, creation, and presentation. (John Dewey, 1897)

It is important to observe both the individual student and the group effort/delivery throughout the process. From this, you can better determine what was learned and how to improve. Students should be asked how they can apply what they learned to a different situation, to their own lives, and to other projects in the course.

PBL is an effective methodology for increasing students' motivation by providing them with a realistic and meaningful context for learning English. Its implementation not only promotes the development of language skills but it also helps students to build self-confidence and self-assurance, allowing them to overcome emotional barriers such as shyness.

3.2 Students' Motivation

This main theme is an investigation where the reasons why students face and combat shyness in the classroom, but the most challenging thing is the age of each one of them since it is a situation of security, trust, and identity of each one from them. Hayikaleng, Nair & Krishnasamy (2016) mentioned that "Learning is measured daily in students based on their motivation, character, and participation in the classroom, this is a subject in which the teacher lives daily experiences with his students". (p.12)

Explained in terms of two factors: students' communicative needs and their attitudes towards the second language (L2). Parsons, Hinson, and Brown (2001) mentioned that "motivation is an important component or factor in the learning process". (p.3)

Other authors state the following:

Learning and motivation have the same importance to achieve something, helps students gain new knowledge and skills, and motivation pushes them or encourages them to go through the learning process.

Consequently, the teacher has to adopt a dynamic and active role throughout this process, observing and understanding the needs of each of his students at all times and, above all, having a protocol of performance for each of these moments of the session in which the students have that need to feel motivated to be able to learn in a way satisfactory. (Alcivar, C, Quimi, T. & Barberan, M, 2020, pp 138-144).

Goleman (1995) mentioned "Emotional intelligence plays a fundamental role in motivation in this research, as it fosters a positive approach during classes, facilitates self-

confidence, promotes good relationships in the classroom, and fosters effective communication with the teacher”. In this sense, motivation becomes the key to achieving the learning success that students seek daily in their academic lives, encompassing all educational processes. Furthermore, the teacher is presented as a crucial figure in this context, as they have the ability to create a motivating and effective environment that fosters student development.

According to Gardner (1983), motivation is considered to be composed of three elements: effort, desire and effect. Effort refers to the time the learner devotes to foreign language learning and the learner's drive manifesting the constancy with which the learner studies, participates in language activities, and faces the challenges of learning. Desire indicates how much the learner wants to master the language and goes beyond academic or professional need; it implies a genuine internal motivation to improve his/her language skills, while Effect refers to the learner's emotional reactions related to language learning, including emotions such as shyness, frustration or fear of failure, which can hinder learning if not properly managed. (p.143)

According to all the experts' contributions, it is possible to assert that students' motivation is a determining factor in learning English as a foreign language. Motivation can be increased through innovative methodologies. For the present study, PBL can not only strengthen students' confidence in using the language, but also it can also contribute to improving their academic performance since PFL helps teachers create a learning environment that make students feel comfortable when using English in more real contexts. The fact that PBL proposes the design of projects that progressively bring new

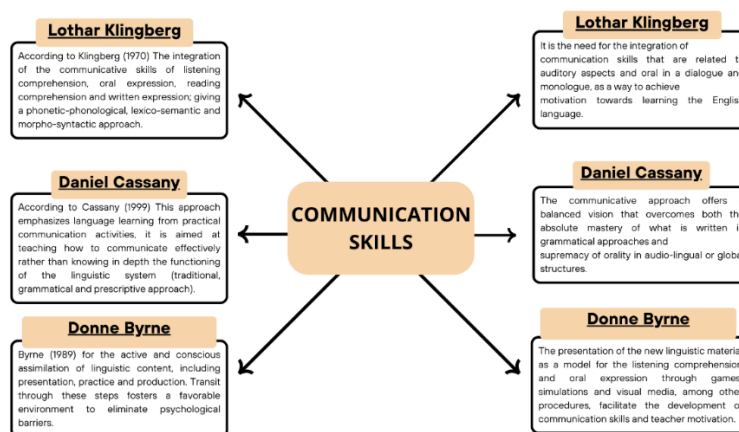
opportunities and challenges for building and using the foreign language can encourage students with different levels of English to engage in communication activities without the fear of, for example, being judged.

3.3 Communication Skills

Communicative competence requires the appropriate use of language and contextualization in a specific community. Therefore, according to Jordan, M (2002) oral production is as important as reading and writing because grammatical ability is required, but linguistic ability must be demonstrated when learning a language and communicating with other people.

Communication skills are essential for students' academic, personal, and professional success. By incorporating effective strategies and programs, schools can help students develop these crucial skills. Encouraging active participation, leveraging technology, promoting reading and writing, providing public speaking opportunities, and fostering a supportive environment are key to enhancing communication skills. Noida (2024)

Figure 1 Main authors referring to communication skills



Note: The mind map represents each author's definition of communication skills in

English as a second language. Kissane, D. W., Bylund, C. L., Banerjee, S. C., Bialer, P. A., Levin, T. T., Maloney, E. K., & D'Agostino, T. A. (2012).

Communication skills

Since communication skills “involve the methods used to transmit, receive, and process information through verbal and non-verbal means” (Taylor, 2023). Therefore, the role of this skill in the English class is central. Classroom projects based in PBL contributes to the development of communication skills in the English since the classroom becomes a place where students experience learning from doing. In this study, the English classroom is characterized for the opportunities it offers to students to find information in English, use it and reuse it to offer information on topics decided before hand at the same time students learn content on other subjects such as arts. This possibility to use English to learn and to use English to communicate what they have learned becomes a more realistic and meaningful way to learn how to communicate in English by communicating in it. Learning situations like the ones the pedagogical intervention planned for the present study not only promote language learning in real-life situations, it can also encourage low-achieving or shy students to take the opportunity to convey their messages in the foreign language since the focus is not primarily in correctness but on taking the risk of expressing themselves, making mistakes, and improving as the project based on PBL progresses.

3.4 Oral Production in English as a Foreign Language

Oral production is one of the most important skills that every student should develop, as it allows them to communicate effectively in a variety of academic and social contexts.

In the classroom, this skill is essential for expressing ideas clearly, participating in debates, making presentations and collaborating with peers in group projects. Good speaking skills not only improve academic performance, but also build confidence and assurance in public speaking. According to Herrera and Gonzalez (2017), oral proficiency is the ability to express oneself verbally to communicate, based on the linguistic rules of a language.

In the context of teaching English as a foreign language (**TEFL**), oral production is a fundamental aspect of assessing students' communicative competence, this model encompasses several subcompetencies, including grammatical, sociolinguistic, and strategic competence. (Canale & Swain, 1980).

According to Thomas (2000), PBL fosters collaboration, creativity, and problem-solving, which in turn improves oral production in English. Furthermore, as noted by Larmer and Mergendoller (2010), PBL enables students to develop effective communication skills, such as clarity, coherence, and persuasiveness, which is essential for oral production in English.

According to Peña & Onatra (2009) oral production is defined as the ability to communicate effectively in a foreign language to develop skills in the learner. That is, any part of speech produced by a speaker to obtain meaning is considered part of oral production (Llanes and Muñoz, cited in Dolosic, Brantmeier, Strube and Hoglebe, 2016). The relationship between student and oral production was crucial as it allowed students to use language in an active and meaningful way, which contributes to the development of their communicative competence and confidence in expressing themselves during the art project.

However, it has its importance, oral production is not without difficulties. Galindo (2010) mentions that “out that shyness is evidenced in students who sometimes have to face the scenario of making mistakes or being criticized by their peers or teachers” (p 87).

This shyness is evident in the case of people who do not speak a second foreign language, as they face several challenges that affect their confidence and willingness to speak. Such as fear of error and fear of evaluation where students may feel insecure about speaking for fear of making grammatical, pronunciation or vocabulary errors, because the person tends to be afraid of not being understood or of not achieving what is expected of them and this usually inhibits the person from being able to communicate in a fluid and confident manner. (Díaz, 2020, p.51)

At earlier stages of this research, observation by the teacher-researcher, both formal and informal ones, and later surveys applied to students evidenced how some students became shy when having to interact in English or when having to do presentations in English in front of the class. Shyness became, then, an important factor that prevented some students from trying to take a more active part in oral activities, and therefore, becoming an obstacle for improving their oral production. The identification of the role of shyness as both, a way students used to avoid uncomfortable situations and as an obstacle in the development of oral abilities made the teacher-researcher focus on designing activities that provided a dynamic, practical, and motivating environment in which students had the possibility of improving language skills at the same time they were building a more positive self-image as competent English language user.

3.5 Common European Framework

In the context of language teaching, the Common European Framework of Reference for Languages (CEFR) provides clear, objective criteria for measuring linguistic competence across six levels (A1 to C2), covering key language skills such as listening, reading, writing, and speaking is a fundamental tool for assessing learners' language proficiency (Council of Europe, 2001). In research based on Project-Based Learning (PBL) methodology, the CEFR can be used to assess learners' language proficiency in an authentic communication environment (Hmelo-Silver, 2004).

Common European Framework of Reference, as it is the main international system for measuring and describing linguistic competence, determines the proficiency level of a language learner worldwide. According to Thomas (2000), PBL fosters collaboration, creativity and problem solving, which in turn enhances language proficiency is essential skills that not only enhance learners' ability to use English in real-life contexts but also support their progression within the CEFR framework.

The CEFR is used primarily to identify speakers' levels of proficiency in a foreign language. In the case of Colombia, it is used for measuring students' proficiency in English in various educational levels. Many of the legal framework documents produced by the Ministry of Education have been based on the CEFR and have adopted recommendations in terms of guidelines for designing syllabuses and schools' curricula, guidelines for designing teaching and learning materials and indicators for assessing proficiency in English as a foreign language.

The six levels of achievement depicted in the CEFR progressively recall the way a speaker will progress in learning a second or a foreign language. In the case of high school English syllabuses in Colombia, the Derechos Básicos de Aprendizaje (DBA) document states that "The English DBAs incorporate some aspects of the Common European Framework of Reference for Languages (CEFR), such as levels of linguistic proficiency and the development of communication skills in English." The connection between the CEFR and methodologies used by teachers in the English classroom is undeniable.

Accordingly, for the purpose of the present study, the teacher-researcher focused on oral performance and how to help students improve their skills in this regard. The teacher-researcher aimed to design a pedagogical intervention that promoted students' participation in oral activities without the fear of being formally evaluated, but that at the same time, offered them with opportunities to refine their oral performance and achieve indicators presented in the Derechos Básicos de Aprendizaje based on the CEFR.

Offering students with learning situations that comply with legal regulations from the Ministry of education and that at the same time help them strengthening self-confidence in English classes became a challenge for the teacher-researcher. An interest in planning activities that offered many opportunities for practicing oral skills based on what students knew and could do arose. (*See Annexes #5 and #6*).

Another important aspect the teacher-researcher kept in mind was that the activities needed to boost students' motivation and self-confidence. Among the different methodologies for teaching English revised by the teacher-researcher, PBL stood out.

The selection of this methodology was based on the fact that it proposes the design of projects that encompass learning activities rather than using isolated activities in each class. The different steps in the development of the project can allow students not only progressively learn but also clearly visualize their language progress in a realistic, collaborative, and goal-oriented environments such as the ones related to PBL implementations.

4. Research Design

This section presents a description of the approach and methodology employed in the study along with a more detailed description of the population and setting. Also, the design of the pedagogical intervention is explained. Finally, information on the researcher's role and ethical aspects of the research are introduced.

4.1 Qualitative Approach

According to Córdoba (2017), "qualitative research in the social field seeks to explore the experiences, beliefs, and naturally seeks to understand the phenomenon that occurs in said reality." In this way, qualitative research explores people's experiences, emotions and beliefs along with how people relate to each other in the selected context of the study. Since the objective of the present study was to identify how the implementation of project-based learning could foster seventh grade students' motivation to participate in oral production tasks an approach that allowed looking into participants experiences was needed.

Therefore, qualitative research approach was selected since it could help the teacher-researcher looking into phenomena such as students' motivation to participate in oral production tasks. In words of Merriam and Grenier (2019), "Qualitative researchers are interested in knowing how people understand and experience their world at a particular moment and in a particular context" (p.4). Additionally, Larmer and Mergen (2010), as cited in Toledo and Sánchez (2018) mention that qualitative research is suitable to explore various aspects of the learning process when using the project-based learning method (PBL) in language classes. They add that qualitative research becomes

fundamental to understanding how students learn when using PBL in class. Finally, they mention that the qualitative approach provides valuable information regarding students' experiences, interactions, and cognitive processes. Consequently, this approach makes it possible to have a glimpse on students learning journey.

Keeping in mind what is stated above and the research objectives, it was also necessary to choose the appropriate instruments to collect data that would allow a deeper understanding of the problem, the students' realities and perceptions on their own learning process and how the implementation of PBL would impact students' oral skills. Three instruments belonging to the qualitative approach were selected for the study: Teacher's journals, surveys and artifacts. Below there is a concise explanation on why were relevant to this research. A more complete description of the instruments will be presented later in this document.

4.2 Action Research

According to Burns, A. (1996), Action Research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of 'reflective practice' and 'the teacher as researcher'. So, in AR, a teacher becomes an 'investigator' or 'explorer' of his or her personal teaching context, while at the same time being one of the participants in it. (p.2).

Bradbury and Reason (2009) add that Action Research "seeks to improve educational practice and solve real problems through the collaboration and active participation of all stakeholders" (p.15). In the case of the present study not only the teacher-researcher and

the students participated in the display of the final product students produce withing the project based on PBL, parents and the school also took part in it by supporting students along the entire project and helping with the final presentation organization.

Burns (2010) states that “The central idea of the action part of AR is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in the practice”. Using Action Research for the present study required the teacher-researcher to consider and apply a cyclical process of four stages: Plan, Action, Observe, and Reflect as presented in the following figure and explained below it.

Figure 2 Action research Burns

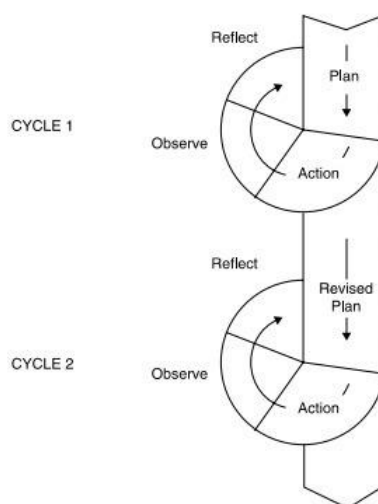


Figure 1.1 Cyclical AR model based on Kemmis and McTaggart (1988).

Note: Cyclical AR model based on Kemmis and McTaggart (1988).

One of the advantages of the cycle presented is that it can begin at any of the stages according to the researcher's interests or needs. For the purpose of this study the cycle started with Observe.

1. Observe (initial stage of the research): The observation of students' performance in review activities at the beginning of the school year allowed identifying some attitudes towards oral activities and difficulties students experienced in them. It also showed some of the possible causes of the problems they were experiencing. The information gathered at this stage would later help make decisions regarding how to foster students' oral skills.

2. Reflect: This stage focused on evaluating achievements and challenges that the student had to face in English classes. Here the teacher-researcher also looked into the value of student's strengths and weaknesses and how they could be used to promote language skills improvement. Since areas for improvement were identified, the teacher-researcher came up with a suitable methodology for the class which in this case was PBL.

3. Plan: After selecting the methodology, the teacher-researcher designed the pedagogical intervention which in this case required planning a project based on PBL methodological indications to be carried out by the students within the school's calendar and according to the syllabus for the course. The planning stage was divided into two main parts: establishing the projects' objectives and the actual design of the project (that also corresponded to the pedagogical intervention).

A. Establish objectives: here the teacher-researcher decided on three main objectives that would guide the project and that would also align with research specific objectives two and three. The project objectives are:

- Improving oral skills along with reading comprehension skills.

- Encouraging collaboration and creativity.
- Developing research and problem-solving skills.

B. *Designing the intervention:* based on the information collected in the initial observation, the goals set in the previous stage and the methodological aspects associated to PBL, the teacher-researcher planned a project named Canvas Project: learning about Arts as improving English. The project was going to be carried out in 6 different stages over a period of twelve weeks with the objective to help students overcome various types of difficulties previously identified. The project followed the methodological indications of PBL. *(See Annex #4)*

4. Act: In this stage of the AR cycle the project based on PBL was implemented. implementation the six stages planned required assigning roles and responsibilities to students during their collaborative work, setting deadlines and providing resources and learning tools to students. It also meant monitoring students' performance in the classroom, offering continuous feedback and support through formative evaluation and finally evaluating the project development with students. *(See Annex #4)*

In order to ensure the successful implementation, the teacher-researcher designed a series of lesson plans according to each stage of the pedagogical implementation. *(See Annexes #5 and #6)*

5. Observe (During the intervention): this stage occurred simultaneously with the implementation. During this stage data on students' attitudes and performance

in the frame of the strategies based on PBL was collected by means of surveys, direct observation, and analysis of artifacts. Information collected was later used in the data analysis with the intention of identifying patterns and trends that allowed to evaluate the impact of the implementation of PBL in students' oral skills at Albert Einstein school.

4.3. Role of the researcher

Action research in this study was a challenge since the researcher was also the person implementing the pedagogical intervention. In the context of Action Research, Creswell (2014) states that:

“The researcher's role was that of a participant-observer, actively participating in the educational environment while documenting and analyzing students' learning experiences. This dual role allowed for a deeper understanding of participants' behaviors, emotions, and cognitive responses during the implementation of the problem-based learning (PBL) strategy, particularly about language use, confidence development, and classroom interaction.” (p. 187)

In this way, in the development of the present research, the role of the researcher was fundamental since she was an observer and a participant. This double role of the researcher and of the teacher carrying out the intervention, allowed a deeper understanding of the educational context. It also facilitated the design and the implementation of the project based on PBL methodology.

Regarding the teaching role during the study, apart from designing and implementing the pedagogical intervention, the teacher was responsible for fostering students process during the entire project so not only academic but also personal growth would be achieved by students.

In terms of the research role, the researcher was to ensure the correct development of the research, to collect data on students' performance and attitudes and subsequently to carry out the data analysis in order to reach conclusions regarding how the implementation of strategies based on PBL methodology could increase students' motivation and confidence when participating in oral activities in the English class.

The teacher-researcher role was a privileged position because it offered the possibility of constant observation of the student's learning process while actively participating in it. The opportunity of documenting and evidencing students' participation in the project turned out to be important to understand the importance of classroom dynamics in the methodology.

4.4. Ethical considerations

According to Babbie (2013), ethical aspects must be observed throughout the any research study. The most evident are that participants are informed about the purpose of the research and that their participation is voluntary. Participants will should be registered in an informed consent letter. Finally, confidentiality and anonymity should be guaranteed. During the development of the research, ethical aspects were important from the beginning of the study- Measures were taken to ensure that all students and their

parents clearly understood the purpose of the research. Also, that they understood participation was not mandatory and how information collected was going to be used. This ethical commitment was observed in the different stages of the present research.

Parents were initially informed about the research to be conducted in a parents' meeting. Also, the project's objective and purpose were mentioned there. Another measure taken in order to ensure safeguarding of students was to ask parents for a written consent for students to take part in the study (See Annex #11). The objective of the consent letter was not only permitting students participation in the project but also obtaining permission to record them at some stages in the project. Thus, allowing the teacher-researcher to make videos of some sessions and to collect artifacts produced by students in the frame of the project Canvas Project (learning about arts as improving English).

Due to the fact that the research was conducted with children, especial attention was given not only to the pedagogical intervention design and implementation, but also to the design of data collection instruments such as the surveys. After the teacher-researcher designed the surveys, they were validated by asking a professor from the Bachelor's programme to revise them and offer feedback in order to for their improvement.

4.5 Participants and Setting

Albert Einstein school is located in Villavicencio, at Calle 24 c sur #45-05 in the Urbanization Villa del Rio. Although it is a private institution it is located popular sector and is owned by land owners in the area. The land owners are also part of a Neighbors' association which at some stage saw the need to fund a school for children in the area that provided quality education at prices the community could pay.

Regarding the population, as mentioned at an earlier stage, it corresponded to a seventh-grade class. It was composed by 12 boys and 9 girls, presenting 2 students with differentiated abilities. They all were between 12 and 13 years old and most of them belonged to a socioeconomic stratum 2 and 3.

Based on the review activities conducted at the beginning of the school year and according to the Common European Framework of Reference for Languages (CEFR), students were mainly at a beginner's level of English. On the other hand, students were usually highly motivated and positive towards the English class. They were willing to take part in various of the activities presented by the teacher, but not so much in the oral ones that required them, for example, to talk in front of the class.

In this regard, the students in the research often displayed shyness, which affected their participation and social interaction in the class setting. This shyness affected their ability to fully participate in classroom activities and connect with their peers.

4.6 Pedagogical design for the intervention

4.6.1 Intervention Design

Once the teacher-researcher decided to use PBL methodology for the pedagogical intervention, it was time to design it. Following PBL philosophy and procedures, a project made up of six main stages was created.

It is important to mention that although PBL methodology was selected because of its principles, such as fostering active participation, autonomy, and responsibility in the learning process on the part of students (Rojas Robles, 2015) at the same time they exercise collaborative work., some of the PBL techniques used in the pedagogical design were modified to take into account the characteristics, needs, and circumstances of the students, as shown in the example lesson plan. (*See annexes #2 and #3*). Evidence of this situation can be identified in the classes taught under the PBL methodology and that were planned according to stages corresponding to the pedagogical intervention that is presented next (*Annexes #5 and #6*).

4.6.2 Stage 1 – Setting the Canva’s Project:learning about Arts as improving English

Initial informal observations allowed the teacher-researcher to identify students’ interest in topics related to arts. For this reason, a decision of developing a project that combined arts and use of English was made (*Annex #4*). This preferences were later confirmed with more data collected with more formal instruments. (*See Annex #1*)

In this initial phase of the project, the final product of the project was established: students were to participate in a Painting Exhibition in the school gallery for the

celebration of the English Day on October 31st. For their arts exhibition students needed to present a reconstruction of a famous painting along with information about its painter.

The first step was to organize the work groups and to assign a painter. The class was divided into four teams: two teams of six students each and two teams of five students. To add an element of surprise and excitement, the assignment of painters was done randomly using a roulette wheel, the five painters selected by the teacher-researcher were Salvador Dali, Andy Warhol, Frida Kahlo, Fernando Botero and Vincent Van Gogh. The selection of very different artists ensured that each group had the opportunity to explore the work of a different artist. This arrangement encouraged collaboration and teamwork, as students looked forward to discovering which famous painters they would be representing. The atmosphere was charged with curiosity and excitement, as each student eagerly awaited the presentation of the assigned painter, making for an engaging and educational experience.

4.6.3 Stage 2 – Web Quest

The second phase in the project was intended to help students collect relevant and manageable information on the painter and his or her work. In this stage students were tasked with searching for information on their assigned painter before delving into the details of his or her most famous paintings.

Each group embarked on an Internet search to answer a series of five questions, designed to uncover essential biographical details about the artist's personal and professional life, as well as the significance of his work and the importance of his contributions to the art world.

The students recorded their findings in a form specially designed by the teacher-researcher for the project (*See annex #12*). Students were asked to record the information on their notebooks following the guidelines presented in the above-mentioned form (*See figure #6*). In the format they did not only document their answers but also posted images of the paintings.

To provide a clear guide and enhance learning through instruction, the teacher-researcher presented students with a clear example featuring the celebrated artist, Frida Kahlo (*See annex #13*). This modeling served to show the language and grammar that the students could use in their answers more easily.

The research phase lasted three sessions, during which the teacher provided feedback to each group. The feedback focused on ensuring that responses were coherent and well-structured, reinforcing the importance of clear communication in presentations. Through this process, the students gained a deeper understanding of both their assigned artists and the art itself, laying a solid foundation for the upcoming exhibition.

4.6.4 Stage 3 – Oral Presentation

In the third stage of the project, students participated in an oral presentation in the dynamics of a roundtable. The objective was sharing the results of their web-quest. To help them manage the information effectively, the teacher-researcher assigned each student with a specific question to present to the class. This structure not only ensured that everyone had a clear role but also encouraged collaborative learning.

This stage took two sessions: a preparation session and a presentation session. In the preparation session students were shown an innovative way of learning and practicing

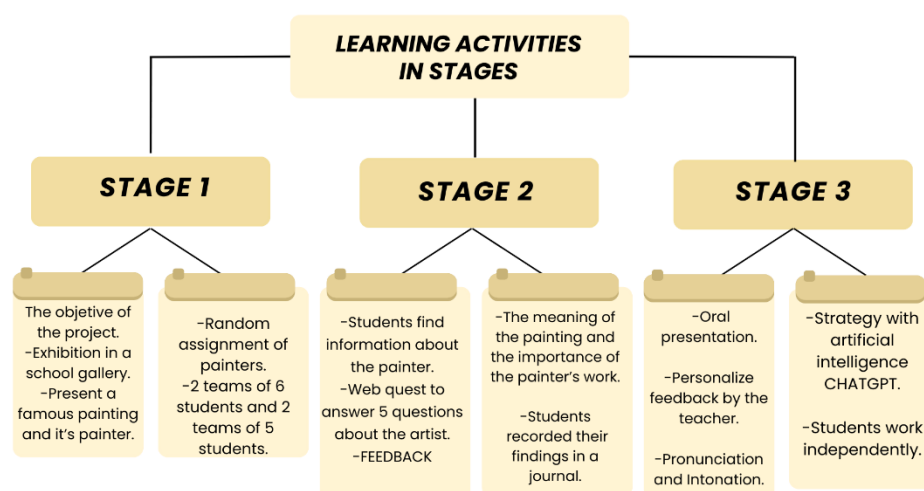
pronunciation using Artificial Intelligence. Students were first instructed to type the information they had collected about the painter in ChatGPT. Then, they typed the prompt to ask the AI to read the text aloud. After listening to the text, students were encouraged to imitate the pronunciation while reading their information. Since the sessions last two class periods, there was enough time for practice and feedback.

This interactive approach to pronunciation and technology not gave them the possibility to improve their speaking skills, but it also encouraged independent learning, making the most of technology for educational purposes.

Given the competitive nature of the students, they worked hard to make engaging and well-prepared presentations for the second session. As the presentations happened, the teacher-researcher made notes on aspects she found interesting or that could be revised later, but she did not interrupt the presentations at any time. This attitude on the part of the teacher allowed students to freely express their findings. After each presentation, the students received feedback, focusing mainly on pronunciation and intonation, to help them refine their oral expression. This stage not only allowed students sharing with peers' information collected, but also practicing their presentations in a safe environment since they were going to also be presenting this information in one of the last stages of the project to other members of the educational community.

The following figure summarizes the first three stages implemented in the pedagogical design.

Figure 3 Learning activities in stages.



Note: Learning activities by stages represented 1, 2 and 3, 2023.

4.6.5 Stage 4 - Painting the Reproduction - reinterpreting a famous painting

For this stage, students were instructed to bring the printed image of a representative artwork created by their assigned painter, along with their canvases, acrylic paints, and brushes. The purpose was to allow students to experience artistic production by painting on canvas at the same time they, up to some extent, reinterpreted some aspects of the original artwork.

Since reproductions and reinterpretation were both allowed, students were able to express their creativity and demonstrate how they had understood or interpreted the works of the artist. During the painting sessions used were asked to use English for basic communication purposes – asking questions and instructions –, but the emphasis was placed on their artistic work, on their painting practice rather than on the language practice. This stage was conducted over the period of three sessions.

It is worthy to note that in this stage educational stakeholders' contributions were central for its success. School allowed students to use the premises with the risk of dirtying some of them, but also with the commitment of cleaning them after each painting session was finished. Parents showed their commitment by providing children with the necessary elements and even helping them to bring them to school.

4.6.6 Stage 5 - October 31st - Painting Exhibition

The results of the project Canva's Project (learning about arts as improving English) was presented during the English Day at the school on October 31. The objective of this stage was giving students the opportunity to show the result of their process in terms of both, their artistic creation and their language skills in English.

For the painting's exhibition, the school allocated a specific space to be used as an art gallery. Since each team had a designated area, they were responsible for decorating their stands and for organizing the artworks display. Each stand had to show the different reproductions or reinterpretations of the assigned painter's original. Along with pictures of the artist, some groups chose to also display an image of the original artworks.

Once the art gallery was open to visitors, students and teachers from different classes came to watch the paintings and to listen to the groups' presentations about their artists and their artworks. Due to space and admission restrictions parents could not attend the exhibition but the school decided to live stream the exhibition on the school's official Facebook account. Furthermore, the presentations were also videotaped by the teacher-researcher so that parents who could not connect to the broadcast could see the exhibition at a later stage.

Students, parents and the school showed their interest and commitment to the project by fulfilling different tasks that made the exhibition a rewarding experience for the presenters.

4.6.8. Stage 6 – Students' insights on Project Implementation

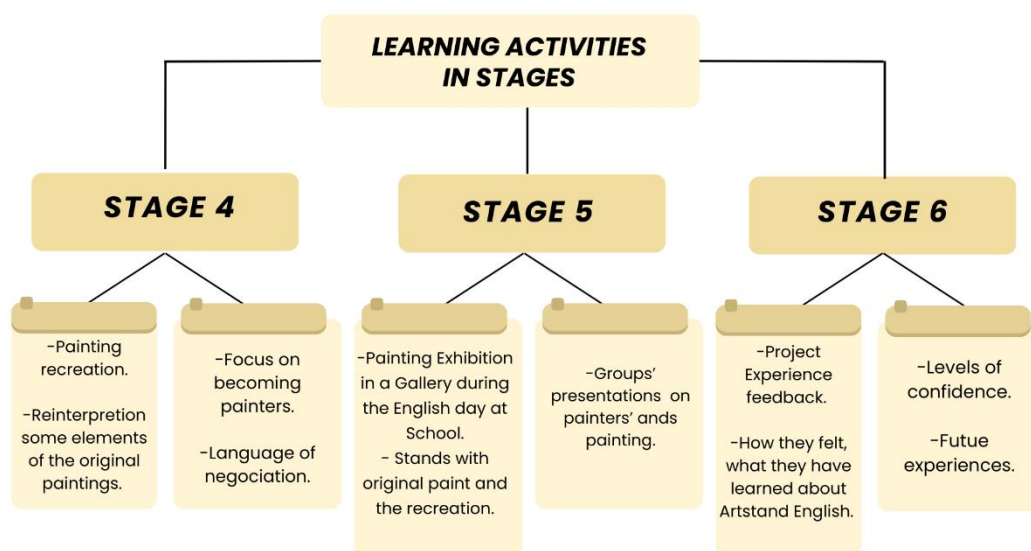
In this final stage, students participated in a feedback session where they reflected on their overall experience. In the class session after the English day, students and the teacher-researcher sat in a circle facing each other in the class. The teacher-researcher stated the purpose of the activity and began by congratulating students on their exhibitions. Next, some feedback was given in English and in Spanish, code switching was used for comprehension purposes. The teacher-researcher made some comments on aspects such as students' understanding of the project, their use of language not only in the arts exhibition, but also during the different stages of the project. Comments on how difficulties on part of the students were overcome and the quality of group work were also included. (*See annex #10*)

Next, the teacher-researcher mentioned that it was time for students to share their minds. Students were invited to describe their feelings towards the project: what they had learned about both Arts and English. Also, they were asked if they felt more comfortable and confident when speaking in English after the whole project. Students in general mentioned some positive aspects of the whole implementation, but they also mentioned some moments or activities they found difficult or challenging. This reflective talk offered an opportunity to evaluate the influence of the project on their language

proficiency and artistic development. It also allowed to explore students views on collaborative work and autonomy. (See annex #9)

The following figure summarizes the last three stages of the pedagogical intervention.

Figure 4 Learning activities in stages.



Note: Learning activities by stages represented 4, 5 and 6, 2023.

4.7. Instruments to Collect Data

Due to the qualitative nature of this study and the characteristics of Action Research, the teacher-researcher decided to use instruments that would help her collecting qualitative data on aspects such as students' performance in oral skills, students' motivation and students' attitudes and feelings, among others. Therefore, three instruments were selected to collect information: teacher's journals, surveys and artifacts.

The instruments were designed to provide the teacher-researcher, in a broader sense, with information related to key concepts presented in both the research question and the objectives. A description of each instrument is presented next.

4.7.1 Teacher's journal

Teaching Journals according to Creswell (2013) provide rich narrative data that reflect the personal experiences of the participants, allowing researchers to capture the evolution of their perspectives during the study. In the present research, teachers' journals allowed the teacher-researcher to register field notes on her observations. Three teacher's journals were used during the study.

The first journal was used to collect the observations made at the beginning of the course. Among the data collected, information regarding students' difficulties in oral activities was one of the most important. It helped the teacher-researcher, for example, making decisions on the pedagogical intervention design. (*See Annexes #1*).

A second journal was used during the implementation of the pedagogical design. It focused on aspects like collaborative work and autonomous work (*See annex #2*).

The last journal was used by the teacher-researcher to collect data during the Arts Exhibition, which was the last stage in the implementation of the pedagogical design. The focus was mainly on oral performance and students showing understanding of content (*See Annex #9*).

4.7.2. Surveys

According to Cohen, Manion, and Morrison (2018), a survey is a data collection instrument that allows obtaining direct information from participants through structured questions, designed to collect opinions, perceptions, knowledge or attitudes on a specific topic. r attitudes on a specific topic. Creswell (2012) adds that “Surveys provide a quantitative or numerical description of trends, attitudes, or opinions of a population by studying a sample of that population” (p. 376). These characteristics where the main reasons why surveys were used to quickly gather information that students shared about their experiences and emotions regarding learning English as a foreign language in the frame of the Canva’s project.

Three surveys were used during the implementation of the pedagogical intervention at different stages and with very specific purposes. Here is a description of each one.

The first survey was administered to students at the beginning of the school year 2023. This instrument was paper-based and was conducted to elicit information on aspects such as students’ initial feelings in the English class and how they felt regarding oral activities. It had 5 open ended questions in Spanish the survey was administered during the class on a paper format, at the same time, the questions were on slides with the intention of facilitating students’ understanding (*See Annex #7*)

A second survey was conducted to question students on their experiences and opinions during the development of the project Canvas Project: learning about Arts as improving English. It was a Google forms with five multiple choice questions in Spanish. Students answered this survey at home (*See Annex #8*)

A third survey was conducted at the end of the pedagogical intervention. It was used to elicit information on students' opinions and feelings about the project once it was finished. It contained four open ended questions in Spanish. Although it was conducted orally, the questions written on the classroom board. The teacher-researcher told students they were free to take turns and answer the question as they liked. She made notes on the most representative answers. These notes were later systematized in a chart. (*See Annex #10*)

4.7.3 Artifacts

According to Mäkelä (2007) in qualitative research, artifacts are tangible products created by participants that allow exploring their experiences, knowledge, and skills (p.25). Merriam and Tisdell (2016) add that “Artifacts[...] provide insights into the context, meaning, and experience of participants” (p. 166). In this research artifacts were intended to give information on experiences conducting to the development of oral skills resulting from implementing strategies based on PBL.

Artifacts were used to collect information in two different stages of the project. The first set of artifacts were the results from the Web-quest carried out in the second stage of the project (*See Annex #14*). These artifacts offered the teacher-researcher an insight on

students' engagement and participation in preparing for oral presentations. The second set of artifacts corresponded to the paintings students created for the Arts exhibition that was the last stage of the project (*See Annex #15*). These artifacts offered a view on students' intake regarding both Arts and the English language.

5. Data Analysis and Discussion

This chapter will present information on the how data was organized for the analysis along with a description of the data analysis procedures. Findings and their analysis are also explained in this section.

Collection of data was a process that took into account decisions made at earlier stages of the research. For example, the type of information each of the three-instrument presented in the previous session would systematize was established considering primarily the research question and the research objectives. Key terms were selected in order to convey the research's aims. Consequently, two categories were determined a priori: students' motivation and oral production in the foreign language.

Then the teacher researcher turned to the Theoretical Framework in order to look for other associated key terms that could recall the terms presented in the categories and that could also group information found with the different instruments. This process gave origin to subcategories belonging to each category. These subcategories dealt with more particular aspects than the categories. In this way, the teacher's diaries provided detailed records of what happens in the classes while the surveys evidenced opinions and perceptions. Finally, the artifacts, which production was documented by the teacher-researcher, focused on collecting information on aspects such experiences students had while participating in the project.

The categories and their corresponding subcategories are depicted in the next table.

Table 1 Data categories

Category 1 Students' Motivation	Subcategory 1 Personal Qualities
	Subcategory 2 Motivation Results
	Subcategory 3 Students' Drive
Category 2 Oral Production	Subcategory 1 Students' Participation in Class
	Subcategory 2 Students' Ability to Communicate
	Subcategory 3 Student's Performance in the Creative process

The following chart shows the connection between the instruments and the categories and subcategories they collected information for.

Table 2 Data collection instruments and data categories

Population	Instruments	Category	Subcategory
Students	Survey	1 Students' Motivation	1.1 Personal Characteristics
	Artifacts	1 Students' Motivation	1.1 Personal Characteristics
		2 Oral	1.2 Motivation Results
		Production	1.3 Students' Drive
	Journal	1 Students' Motivation	2.1 Students' Participation in Class
		2 Oral	2.2 Students' Ability to Communicate
		Production	2.3 Students' Performance in the Creative

5.1 Data Organization Procedure

Once data was collected following the guidelines from the categories and subcategories established a priori, it was time to transcribe it and code it. In a first stage, the teacher-researcher created a matrix in which information belonging to each instrument

was organized according to the topic it dealt with, key terms played an important role here. Colour coding was a useful strategy to keep track of the various topics found in the data (*See Annexes #15 and #16*).

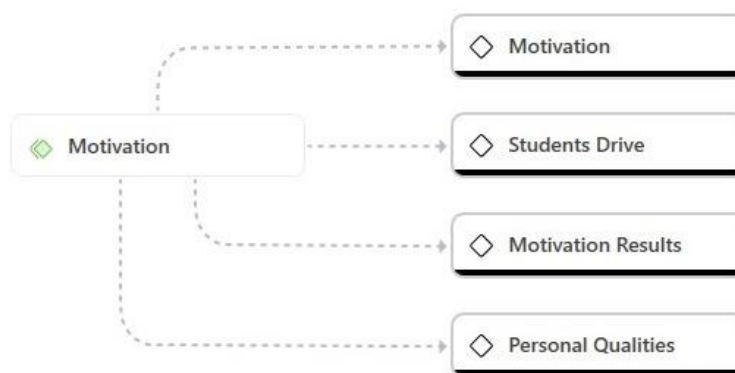
Additionally, once data was systematized and assigned to the already established categories and subcategories, a set of data that did not clearly belong to any of them gave origin to a new subcategory. This emerging subcategory allowed grouping data that otherwise would have been disregarded. It displayed information on the creative process students followed for the different artifacts they produced.

Although the instruments were designed with the objective to collect information on certain aspects or categories, in some opportunities, they also collected information on other aspects belonging to different categories or subcategories different from the originally intended. (*See Annexes #15 and #16*).

In order to face this situation, triangulation was used. In this matter, Creswell (2014) points out that triangulation involves corroborating evidence from different data sources to build a solid justification theme that had been identified. Triangulation of data contributes to the internal validity of qualitative research (p. 25).

When the manual categorization was finished, its accuracy was verified with the use of Atlas ti software. In general terms both data categorization procedures coincided. Nevertheless, another emerging subcategory was identified: Personal qualities.

Figure 5 Subcategories Atlas ti



Note: Atlas ti, 2023, the following figure is made in Atlas ti Software, where it shows the most important subcategories evidenced in the teacher journal and student surveys.

Findings and the evidence that support them along with the teacher-researchers' interpretations will be presented in the upcoming pages.

5.1.1 Category 1 Students' Motivation

Motivation, as discussed in previous sections, is an important characteristic in the learning process, it is represented by the impulse and desire to learn and achieve an objective. It is a significant factor that is formed and strengthened during pedagogical activities. From the data collected it is possible to assert that motivation favored students' teamwork, group dynamics, and interaction with the teacher when making presentations and exhibits. In addition, many of the students have talents that forge their qualities and with them they gain more confidence when learning another language. Dweck, C. S. (2006)

5.1.1.1 Subcategory 1 Personal characteristics

This subcategory considers 4 aspects which are shyness, self-confidence, identity and attitudes towards the foreign language.

In the question 5 explored students' shyness and self-confidence in using English language in class.

Question #5 **¿Crees que la práctica regular y la exposición al idioma pueden ayudar a reducir la vergüenza o el miedo a hablar en inglés? ¿Por qué o por qué no?**
Do you think regular practice and exposure to the language can help reduce embarrassment or fear of speaking English? Why or why not?

Regarding shyness, it can be said that it was a common characteristic of many students, but it decreased throughout the project. When applying the survey (*See annex #2*) It was found that students were shy and showed lack of self-confidence when learning English, they considered it difficult and were afraid of making mistakes. (*See annex #7*).

However, the students recognized that English is important for their learning, and some considered it a challenge. They stated that it was difficult for them to pronounce in English and for this reason they did not like to present or read in front of their classmates. The observations evidenced the relationship between shyness and the lack of self-confidence felt by the students.

In addition, questions 1 and 4 in the interview explored students' shyness and self-confidence in using English language in class.

Question #1 “**¿Alguna vez te has sentido avergonzado o tímido al hablar en inglés? ¿Por qué crees que te sentiste así?”** (*Have you ever felt embarrassed or shy when speaking English? Why do you think you felt that way?*)

Two students answered, “Si al principio mucho, pero cuando aprendí a trabajar con mis compañeros y las dinámicas de la teacher me gustó mucho y en las exposiciones estaba más segura de mí misma”, “Si me ha llegado a pasar, por miedo a no tener una pronunciación correcta o equivocarme al momento de elegir palabras”. (*See annex #7*)

Here the students answered personally and based on their experience they clearly showed that they have, at least sometimes, felt embarrassed or shy when speaking the foreign language.

Question #4 **¿Qué consejo le darías a alguien que se siente avergonzado o tímido al hablar en inglés?** (*What advice would you give to someone who feels embarrassed or shy when speaking English?*)

Two students answered, “Le diría que se sientan seguros de sí mismos y que todos podemos aprender diferentes idiomas, también que repase sucesivamente ver videos y hacer talleres”, “Cuando aprendemos algo nuevo es difícil al principio, pero con el tiempo y dedicación se vuelve tu zona de confort y aparte escuchar música en inglés, ver películas y leer textos en mi caso me ha ayudado mucho”. (*See annex #7*)

During the class, teacher-researcher noted that some of the students felt embarrassed. This difficulty prevented them from participating and speaking in group activities. A significant emphasis was placed on reading and writing to promote communication, students had the opportunity to apply their English skills in real time among peers,

practicing an enhanced approach to student learning by evidencing attitudes towards the foreign language, fostering interactive engagement and promoting an environment of continuous improvement in their language proficiency.

Additionally, interview question #2 explored students' identity and attitudes towards the foreign language.

Question #2 **¿Crees que las actividades llevadas a cabo durante la clase te ayudaron a mejorar en el aprendizaje del inglés? (Do you think the activities carried out during the class helped you improve in learning English?)**.

Three students answered, “Si muchísimo porque aprendí cosas nuevas y aprendí a pronunciar bien las palabras”, “Si, un montón porque al ser muy dinámicas me ayudó con verbos y pronunciación, entre otros”, “¡Muchísimo! Las actividades realizadas eran didácticas y generaban un ambiente enriquecedor para todos, permitiendo un aprendizaje factible”. (See annex #7)

Previously, it was clear that the students' responses were shaped by their individual experiences and influenced by the attitudes exhibited throughout the process of learning the foreign language.

It was important to explore student identity at the beginning of the intervention to be able to identify how the implementation had contributed to a safer and welcoming space for students. Furthermore, during the planning process for speaking, pronunciation, and reading activities, students were encouraged to identify their skills and share them with their peers in the classroom. Some of the most notable results were an increase in the oral participation of students who were embarrassed and self-confidence, improved

fluency and accuracy of students' English and, increased students' confidence and motivation to continue learning English.

Many students became less shy as the project advanced. Nevertheless, a few students remained very shy. They expressed that they continued to find interaction in English very challenging.

The data collection instruments, taken together, provided comprehensive information to assess the impact of the intervention on language learning outcomes and student perceptions (see Annex #7). According to Hernández, Fernández, and Baptista (2014), the selection of these instruments should be aligned with the research objectives, ensuring the validity and reliability of the data obtained.

Table 3 Survey 1

Questions	Student #1	Student #2	Student #3
1. ¿Alguna vez te has sentido avergonzado o tímido al hablar en inglés? ¿Por qué crees que te sentiste así? <i>Have you ever felt embarrassed or shy when speaking English? Why do you think you felt that way?</i>	No, porque me sentía segura de sí misma y podía mejorar.	Si al principio mucho, pero cuando aprendí a trabajar con mis compañeros y las dinámicas de la teacher me gustó mucho y en las exposiciones estaba más segura de mí misma	Si me ha llegado a pasar, por miedo a no tener una pronunciación correcta o equivocarme al momento de elegir palabras.
2. ¿Crees que las actividades llevadas a cabo durante la clase te ayudaron a mejorar en el aprendizaje del inglés? <i>Do you think the activities carried out during the class helped you improve in learning English?</i>	Si muchísimo porque aprendí cosas nuevas y aprendí a pronunciar bien las palabras.	Si, un montón porque al ser muy dinámicas me ayudó con verbos y pronunciación, entre otros.	¡Muchísimo! Las actividades realizadas eran didácticas y generaban un ambiente enriquecedor para todos, permitiendo un aprendizaje factible.

3. ¿Qué actividades recuerdas que te ayudaron a mejorar la vergüenza en el idioma inglés? <u>What activities do you remember that helped you improve your embarrassment in English?</u>	Las exposiciones porque estaba hablando en público y me daba pena.	Las exposiciones full, al momento de hablar entraba más en confianza	Cuando teníamos que bailar y cantar por grupos, pero a la vez estábamos aprendiendo, siento que me ayudó bastante ya que todos nos encontrábamos en la misma situación.
4. ¿Qué consejo le darías a alguien que se siente avergonzado o tímido al hablar en inglés? <u>What advice would you give to someone who feels embarrassed or shy when speaking English?</u>	Le diría que se sientan seguros de sí mismos y que todos podemos aprender diferentes idiomas, también que repase sucesivamente ver videos y hacer talleres.	Cuando aprendemos algo nuevo es difícil al principio, pero con el tiempo y dedicación se vuelve tu zona de confort y aparte escuchar música en inglés, ver películas y leer textos en mi caso me ha ayudado mucho.	La confianza es algo que se trabaja, y si prácticas mejor el idioma lograrás sentirte seguro a la hora de hablar el idioma.
5. ¿Crees que la práctica regular y la exposición al idioma pueden ayudar a reducir la vergüenza o el miedo a hablar en inglés? ¿Por qué o por qué no? <u>Do you think regular practice and exposure to the language can help reduce embarrassment or fear of speaking English? Why or why not?</u>	Si porque aprendemos a soltar el miedo y a descifrar palabras difíciles de decir, porque nos están escuchando nuestros compañeros y de esa manera aprendemos a quitar el miedo.	La verdad es compleja porque depende el caso del alumno dado algunos se intimidan y se les complica la dinámica en cambio a otros es más normal y entran en confianza.	Al ser consistentes logramos reducir nuestras falencias o a lo que tenemos miedo a equivocarnos, entonces practicando regularmente fortalecemos bastantes cosas.

The results of the survey administered to teachers reflect positive perceptions about the impact of the strategies used in the classroom. According to the Teacher Journal “By using such strategies, I was pleased with the outcome and my students also showed improvement. Again, their confidence levels increased, and they also showed a greater

willingness to speak and express their thoughts and opinions in English in class. The highlights were: they spoke more; their fluency and accuracy in English improved; and they also felt more confident and motivated to learn” (*See annex #9*).

5.1.1.2 Subcategory 2 Motivation Results

Learner motivation is the drive that influences effort and persistence in learning a foreign language in the classroom. It includes personal motivation, driven by one's own interest in learning, and the persistence of the individual learner. Thus, motivated learners are more committed to learning, more goal-oriented, and more persistent in the face of difficulties, leading to academic success and personal growth.

During the research process, the teacher found that motivation has a direct impact on students' academic results. Furthermore, students who are motivated during classes tend to show greater dedication and effort, which leads to a better command of language skills in a foreign language where they acquired the ability to overcome obstacles, such as self-confidence and shy that can arise during the process of learning a foreign language.

Figure 6 Activity artistic awareness



Note: Student #1, 2023, Activity out artistic awareness.

This image represents the activity carried out artistic awareness where students had to represent in an organized way the main information of the assigned artist, this activity was well achieved since each student managed to understand and organize their ideas in the foreign language related to images and basic vocabulary which they managed to understand the grammatical use.

“During the acquisition of knowledge and skills in the second language during the English classes, were completely positive since during the bilingual projects the students designed and established the material and information for the development of this, where the acquisition of knowledge was autonomous creating a friendly and safe environment for themselves. Although the work was in groups, each student oversaw their work independently delivering their own results”. (See annex #2)

“The collaboration, teamwork and autonomous work allowed the students to create safe environments in which the projects helped them acquire grammatical and

pronunciation skills where they worked each class to improve themselves. When one of them got stuck or did not know how to express an idea, their classmates offered to help them. Importantly, they worked together to overcome obstacles and reach their goals”.

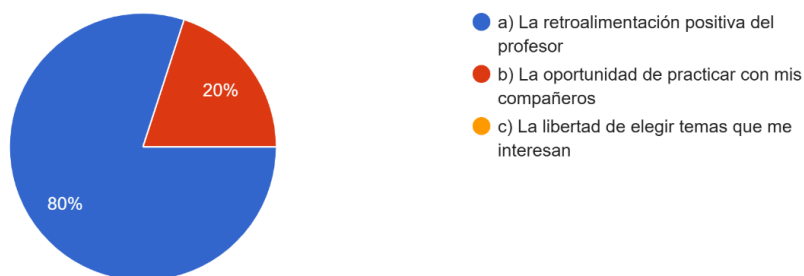
(See annex #3)

In addition, the interview questions 3 explored students' shyness and self-confidence in using English language in class.

Question #3 *¿Qué te hace sentir más seguro y motivado cuando hablas en inglés en clase? (What makes you feel more confident and motivated when speaking English in class?)***Figure 7** Online Survey – Question #3

3. ¿Qué te hace sentir más seguro y motivado cuando hablas en inglés en clase?

5 respuestas



This question asked what made them feel more confident and motivated when speaking English in class. In this case, they had three response options: "a. The positive feedback from the teacher," "b. The opportunity to practice with my classmates," and "c. The freedom to choose topics that interest me." The graph shows that 80% of students stated that the teacher's feedback made them feel more confident, and 20% that the opportunity to practice with their classmates made them feel more confident. This suggests that the strategies used in implementing the PBL method had a positive impact on their learning.

5.1.1.3 Subcategory 3 Students' Drive

The students' drive and determination in learning a new language were significant. Although a foreign language can sometimes be challenging, recognizing the high level of dedication they demonstrated throughout the project was crucial to each student's learning, which was an important foundation for completing their project. One student answered "La oportunidad de practicar con mis compañeros" equivalent to 20%, corresponding to one student, and the other four students answered "La retroalimentación positiva del profesor" with the total percentage being 80%. The results obtained show that the students' drive is influenced by the teacher, since constructive guidance and support helped them feel more committed to learning a foreign language.

Students' motivation was evident in the fact that positive feedback played a key role in maintaining student interest and drive in the English foreign language learning process. This highlighted that the important thing during teaching is to have a pleasant learning environment focused on the acquisition of new knowledge and on the learning process, which was supported by the interaction and positive support of the teacher.

Students' Drive focuses on factors that drive students to actively engage in their own learning, especially when it comes to learning a foreign language, English. This concept includes several elements that are interconnected, with four standing out: effort, desire, effect and confidence.

Effort focuses on the work, time and dedication that students were willing to put into their foreign language learning. This shows a high level of effort that was closely linked to the ability to persist in the face of difficulties and the desire to continually improve in language acquisition.

As mentioned, the students' effort as the art project progressed, the teacher-researcher observed the commitment of most of the students to the project, even though the hard work was involved. Sometimes, the foreign language could become a barrier, seeing the high level of dedication that the students offered, even on the most difficult days, is the best proof that they did a good job. For the students, the final project was meaningful and became a different activity to learn English creatively, work as a team, and learn time management skills.

“Effort some of the students showed was quite remarkable. We met those who had already from the first session, decided to start researching in depth on the chosen topic and, soon after, started elaborating the respective presentations with respect and importance. After a few weeks, it was even possible to observe how the students spent their time in parallel to the classes, either at home or in case they had free time, taking

steps in their projects. It was nice to see them with their notes, with their screens full of information, asking questions, and sometimes trying to clarify things”. (See annex #9)

Desire this aspect focuses on the students' internal motivation to learn, professional goals or the desire to reach a good level in the language. This component was key to ensuring that the students continued learning and were willing to face new challenges in their language learning.

“Seeing the progress in their oral interventions in the classroom as a teacher, I feel admirable that some of the students have become much more confident speakers, although others continue to struggle with spoken English, but they demonstrate the willingness and desire to continue practicing and improving; the work in class has also been very enriching, as I have been able to help those who need more support”. (See annex #2)

The effect is evident in the results that the students show for their effort and motivation. The importance of being able to observe their progress, whether in understanding or producing the language, strengthens their desire to continue learning. This feeling of progress gives them a sense of achievement and satisfaction that undoubtedly reinforces their motivation.

“The connection that the students had with the English language during the project was significant given that during the learning process the students focused on the development of the activity. Many of them told me that they now felt closer to the language, that English was no longer foreign to them, but rather a part of their daily lives. It is surprising how the simple act of using another language opens emotional or cognitive doors”. (See annex #3)

Trust focuses on students' confidence in their ability to learn and master a new language. This sense of security, which can arise from positive feedback and encouragement from the teacher, is vital to maintaining students' motivation and enabling them to face learning challenges without the fear of failure.

All these elements work together to increase students' drive, forming a positive feedback loop that sparks their continued interest in learning English as a foreign language. The interplay between effort, desire, visible progress, and self-confidence plays a key role in helping students maintain their motivation, which is crucial to achieving success in language mastery.

5.1.2. Category 2 Oral Production

Oral production refers to students' ability to communicate effectively and fluently within the classroom. It is essential that students can interact with each other and with the teacher, as this fosters a more dynamic and enriching learning environment.

Furthermore, Vygotsky (1978) emphasizes the importance of social and collaborative learning, where oral language acts as a mediating tool for thought and development. Therefore, enabling students to communicate fluently and effectively in class not only improves their proficiency in the target language but also enhances their overall development as learners.

Some students had difficulties speaking in English, implementing the Project Based Learning PBL project became an essential strategy to overcome these challenges. Through this method, students actively participate in creating and developing meaningful

projects that require the use of the language, utilizing and working on pronunciation skills, which helps them gradually improve their speaking skills.

This motivates them to improve their English proficiency, especially in oral expression. Participating in practical projects, they strive to learn new vocabulary, grammatical structures, and speak more fluently. They also reinforce their pronunciation by participating in classroom activities, as good communication is key to the project's success.

5.1.2.1 Subcategory 1 Students' participation in class

During the development of the bilingual art project, students actively participated in class on a constant basis, focusing on the activities to be carried out as outlined in the lesson plan. An important aspect to mention is that exploring the students' ability to understand and follow instructions meant not only observing their perceptions but also observing their performance during the work, additionally oral production not only improves language skills, but also enhances students' motivation by making learning more interactive, meaningful, and satisfying.

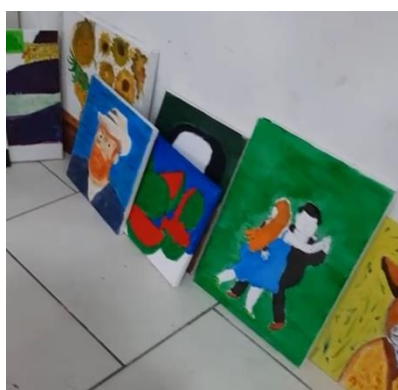
Observations recorded in the teacher's diary, evidence of the work carried out, and an interview were used as evidence in the research. The tools were applied at various times during the development of the project with the objective of characterizing the changes that the students might be experiencing.

“In the Project-Based Learning teaching method, it is noticeable that as teamwork develops, students begin to feel more comfortable with the use of the language. The initial

insecurity was replaced by a more proactive attitude and willingness to experiment and make mistakes, understanding that the learning process is gradual and not limited to immediate perfection”. (See annex #2)

The work of class n.º 1, carried out on July 17, 2023, involved the didactic work of creating the assigned painting. As seen in lesson plan n.º 2 (See Annex #5), during the second session, the activity was the fundamental basis for generating significant evaluation instances in which the students were able to recognize aspects of improvement. As the creation of their own product to present using materials that they themselves provided and delivering their prototype.

Figure 8 Paintings - Students' work



The image shows the students' work in creating their product for the development of the art project, in which participation during class was active and was carried out in the time assigned to the lesson plan.

“During the collaborative work and with creativity tools for the organization of ideas, it was a clear demonstration that learning can occur in a dynamic and meaningful way for the students if they are guided and accompanied in the process”. (See annex #2)

Stage 2	
Procedure	Time
In the last stage of the class, students proceed to finish their painting during class, consolidating a good project, carrying out their autonomous and meaningful learning. The students were guided during the process which allowed them to identify their potential, skills and through this interdisciplinarity between English and artistic education we can achieve results such as: creativity, critical thinking and autonomy.	35 minutes

Figure 9 Lesson Plan stage 2

The students showed great interest in participating in creating their products from the beginning of the project, initiating their paintings with motivation. Despite the validity of the new methodological approach, the students made an increasingly active use of the sessions, participating in group discussions, presenting ideas about their artist, learning important information such as life, experience, and important paintings, and making contributions to their classmates. The Canvas structure favored the organization of thoughts and the management of the project until the students felt more comfortable directing their own proposals.

5.1.2.2 Subcategory 2 Students' Ability to Communicate.

The students' ability to communicate effectively in the foreign language English is related to assertive communication and active participation. In the framework of the art project focused on project-based learning, these skills are important, since the creative process encourages the student's personal expression and the exchange of ideas, which requires clear and confident communication.

“Throughout the final stage of the Canvas Project, I was able to significantly develop certain skills that matter, specifically the assertive communication skills of clarity, coherence, and persuasion in the context of their English classes. The process culminated in the presentation of their final products, which not only showed an improvement in the issues related to the content of the project, also summarized a significant advance in a certain aspect of how to express themselves in an appropriate and convincing manner”.
(See annex #2, Teacher journal #1, 2023)

As the project progressed, most students felt more confident in holding conversations among themselves, helping each other to structure and clarify their ideas. These types of practices not only helped them improve their fluency but also made them understand how some of their classmates did better than them, thus enriching the final content of their work.

“Throughout the Canvas project in English classes, I was able to see how students developed conversational skills effectively, in conversations between peers or in their final presentations. This process of creating and presenting joint projects not only allowed students to use the knowledge acquired in class, but also favored the development of conversational skills, essential in any communication context”. (See annex #10, Teacher journal #3, 2023)

5.1.2.3 Subcategory 3 Student's Performance in the Creative.

Students' creativity is essential during the development of the art project, which each demonstrates that through creativity they can learn another foreign language in a creative, dynamic, and educational way. At the end of the development of the art project, the

students showed good performance during the activity in which creativity was part of the process, in which the commitment of each student was so important from the beginning of the project, where creativity was part of the subject, and mainstreaming art with the foreign language was new to them, and that is where the challenge was enriching for them as an experience and learning acquired in their education.

In this way, an interview was held at the end of the activity where the students shared their experience about the project with the teacher.

Question 1. ¿Cuál fue el mayor reto que enfrentaste durante el proceso de creación de tu proyecto artístico y cómo lo superaste? *(What was the biggest challenge you faced during the process of creating your art project and how did you overcome it?)*

Three students answered "El mayor reto que encontré durante el proceso fue aprender la información sobre el artista que me asignaron, ya que no sabía nada sobre él y era un reto para mí entender y hablar frente a mis compañeros, creo que ese fue el mayor reto porque me sentía insegura, pero usted profe me ayudo a sentirme segura con las actividades de socialización frente a la clase y con mi equipo", "Mi mayor reto fue poder hablar en inglés y siento que lo superé porque en cada clase nos ayudó a comprender mejor y a tener estrategias al hablar como mejorar la pronunciación, el uso gramatical del texto y la confianza", "El reto que tuve al principio fue pintar ya que no soy muy creativo en la pintura y el segundo reto fue como expresarme sin cometer errores ya que soy un poco nerviosa. Teacher usted me ayudó en ambos retos me ayudó a entender que no debo ser igual ni perfecta y que debo disfrutar el proceso de pintar y la pintura era casi igual al original lo cual me impresionó maestra y en segundo lugar los ejercicios de fonética en las clases me ayudaron a pronunciar mejor y hablar con calma". *(See annex #10)*

Previously, the students' responses were shaped by their individual experiences and influenced by the students' performance in the creative learning the foreign language

With the arrival of the final stage of the project, the delivery of the final products was a clear example of how the way in which the groups collaborated had evolved. The projects were the result of group work, with everyone contributing their own knowledge, effort and creativity. The presentations were generally well coordinated, had a clear focus on content, and were well communicated among group members. The view of the students at the end of the project was particularly pleasing, as they had not only learned how to develop their ideas, also become groups that knew how to present their ideas in a structured way, which is an example of a successful collaborative process.

UNESCO (2006) has highlighted the importance of art in education, stating that it fosters inclusion, cultural diversity, and creativity in the teaching and learning processes. In the field of foreign language teaching, this means that artistic projects can transform the classroom into an interactive space where students explore the language in unconventional but highly effective ways.

Creativity in artistic projects not only enriches the foreign language learning process but also makes it more dynamic and educational. By allowing students to express themselves freely and connect the language to meaningful experiences, their motivation is strengthened, and their communicative competence is improved.

6. Conclusions

6.1. Conclusions

The objective of this research was mainly to identify how the implementation of project-based learning (PBL) could help fostering seventh-grade students' motivation to participate in oral production tasks. The findings showed that the strategies used by teacher-researcher contributed to build up students' self-confidence when taking part in this type of activities. This is possibly an initial benefit from the combination of knowledge from different disciplines in this case learning about Arts increased motivation and students This led to higher levels of commitment and autonomy, that in turn helps to the improved of self-confidence in students.

Findings also evidenced some of the difficulties students faced when practicing their oral skills. Finding showed for example the feelings of embarrassment and low self-confidence along with fear of being judged. These results obtained were important because they allowed us to specifically understand the barriers students faced when participating in oral production activities in their English classes or even sometimes during the implementation of the project based on PBL methodology. However, as the research highlights the importance of communication skills, the implementation of strategies based on PBL promoted cooperative and independent work during the classes. These positive attitudes combined with the constant support provided by the teacher-researcher helped to create a safe and trusting environment. The combination of all the late mentioned factors and the correct environments contributed to improve students' communication skills while learning about Arts.

In the same line of thought, it is possible to say that the implementation of the class projects based on PBL helped learners to improve participation and embrace a different approach to promoting individual learning. Students demonstrated a high level of engagement during the Arts project by reading, practicing pronunciation in class, and concentrating intensively throughout the proposed activities. All this contributed to make them feel better prepared to take part in oral tasks along the project.

From findings it can also be said that the use of PBL strategies not only impacted learners' motivation and confidence but they also increased their commitment to learning since they were generally involved in developing their product and they took a great role in each class based on the assigned tasks.

Working with PBL was a transformative experience for both the students and the teacher. The students expressed that this English class was unique and meaningful because they did a presentation around a project, they created themselves, rather than simply repeating songs or participating in contests. This approach allowed them to connect more deeply with the content and their own learning process.

For teachers using PBL in the classroom involves understanding students' abilities and limitations. Being physically present during the presentations was crucial to building their confidence, an aspect that became even more relevant after the periods of isolation due to Covid19.

Regarding the implementation of learning activities based in PBL methodology, it can be said that developing them requires planning and organization skills from the teacher who must stay focused on what the project aims are. It means that teachers must commit to facilitating learning in each class, guiding students to solve problems that arise during the project and providing formative feedback in each class.

Although implementing the project based on PBL required a lot of work from the part of the teacher during the planning and the implementation stages, it was worthy because the results were positive and this experience can be replicated in other classrooms. The project based on PBL give students the opportunity to learn a foreign language in a different way because the project can focus on learning new topics in a safe environment.

6.2. Recommendations

The projects based on PBL can allow various educational stakeholders to be more involved in the educational processes. For educational institutions it is an opportunity to be more involved in the learning processes since they can create spaces for socializing bilingual projects.

Additionally, PBL projects give other members of the educational community an opportunity to be a part of the process. For example, PBL projects can be more successful with parental support and involvement because they are important for students' self-confidence and risk-taking skills.

Although projects based on PBL can be carried out in the English class by the teacher and students since they are cross-curricular, a recommendation in future implementations is that teachers from other subjects. That will be an opportunity in which all could work on creating new projects focused on the environment in which students live.

After conducting this study, it is recommended that teachers from different subjects try using this methodology to incorporate cross-curricular activities into their subjects as it is an important methodology to help students developing different skills and competencies such as self-confidence, autonomy, team work skills and risk-taking attitudes.

6.3 Limitations

PBL projects can contribute to foster creativity and a passion for learning a foreign language in and outside of the classroom, but there are some limitations regarding time during the teaching process because the projects require a big investment in terms of time from students and teachers.

Despite all the positive aspects of planning learning activities based on PBL, there are some negative aspects too. For example, some students did not feel totally confident expressing themselves orally, they felt a bit embarrassed when speaking in English in the Arts exhibition and they felt frustrated due to these limitations.

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Annexes

Annex #1 – Teacher's journal

FIELD DIARY. Observation of classroom life.		
Observer's name: Laura Daniela Lombana Barrera		
Date: July - August 2023		
Place: Colegio Comunal Albert Einstein		
Topic: Art Project		
Objective: The objective of the project is to participate in a painting exhibition in a school gallery. The final goal of the students is to present a famous painting and its painter along with relevant information.		
THEMATIC AXES	DESCRIPTION	REFLECTION
ITEM 1		
Group characteristics.	The students are active in doing didactic work in class, they are committed, although, some of them have difficulty with communication skills in the classroom.	The process had a transformative outcome for both the students and for me as a teacher. The students expressed that this English class was unique and meaningful, given that their presentation revolved around a project they had created themselves, rather than simply repeating songs or participating in contests. This approach allowed them to make a much deeper connection to the content and to their own learning process. From my perspective, I have learned that teacher support goes beyond mere academic assessment; rather, it is about understanding students' abilities and limitations. The physical presence during the presentations proved to be fundamental in strengthening their confidence, an aspect particularly relevant in the context following the periods of social isolation we have experienced. Their willingness to get involved in the preparation of the exhibition not only contributed to the success of the event, but also fostered self-confidence and a risk-prone attitude among the students. Taken together, these learnings underscore the importance of a collaborative approach to education, where the support of teachers and families stands as a fundamental pillar for the integral development of students.
Work strategies.	Teamwork where collaboration and communication are encouraged. Research and information gathering, design and prototyping.	
Classroom development.	PBL Cycle: 1. Initiation: define objectives and guiding questions. 2. Planning: create a plan and timeline. 3. Action: implement the project. 4. Evaluation: evaluate the process and product. 5. Reflection: analyze results and improve.	
Communication with students.	According to the methodology implemented in PBL, communication is fundamental and is encouraged in the classroom in different ways such as oral presentations, prototyping and writing when creating posters.	
Attention to unforeseen situations and/or conflicts in the classroom.	Not all students managed to follow all the stages, for example some of them did not enjoy drawing or painting. It was not interesting for them. For students was difficult to follow instructions and a time schedule due to their lack of experience in this type of approaches such as Project Based Learning. It led to some lack of discipline in the sessions. Some students that were really shy felt exposed when doing the oral activities both in the round table and in the Painting exhibition.	
Didactic planning.	Planning, project design, implementation, and evaluation. (Annex 1)	

Annex 2 – Teacher’s Journal #1**Teacher-researcher’s Name: Laura Daniela Lombana****Journal #1****Level A1****Date: 26-07-2023**

During the acquisition of knowledge and skills in the second language during the English classes, were completely positive since during the bilingual projects the students designed and established the material and information for the development of this, where the acquisition of knowledge was autonomous creating a friendly and safe environment for themselves. Although the work was in groups, each student oversaw their work independently delivering their own results.

Seeing the progress in their oral interventions in the classroom I was truly satisfied; some have become much more confident speakers, although others continue to struggle with spoken English, but show a willingness to keep practicing and improving; the work in class has also been very enriching, as I have been able to help those who need more support. There are still some areas to be polished, although I feel that they have made a lot of progress during the process.

In the Project Based Learning teaching method it is noticeable that as teamwork developed, students began to feel more comfortable with the use of the language. The initial insecurity was replaced by a more proactive attitude and willingness to experiment

and make mistakes, understanding that the learning process is gradual and not limited to immediate perfection.

During the collaborative work and with creativity tools for the organization of ideas, it was a clear demonstration that learning can occur in a dynamic and meaningful way for the students if they are guided and accompanied in the process.

The students showed great interest in participating in creating their products from the beginning of the project, initiating their paintings with motivation. Despite the validity of the new methodological approach, the students made an increasingly active use of the sessions, participating in group discussions, presenting ideas about their artist, learning important information such as life, experience, and important paintings, and making contributions to their classmates. The Canvas structure favored the organization of thoughts and the management of the project until the students felt more comfortable directing their own proposals.

Throughout the final stage of the Canvas Project, I was able to significantly develop certain skills that matter, specifically assertive communication skills of clarity, coherence and persuasion in the context of their English classes. The process culminated in the presentation of their final products, which not only showed improvement on the issues related to the content of the project, also summarized significant progress in a certain aspect of how to express themselves adequately and convincingly.

Annex 3 – Teacher’s Journal #2

Teacher-researcher’s Name: Laura Daniela Lombana

Journal #2

Level A1

Date: 09-08-2023

The collaboration, teamwork and autonomous work, allowed the students to create safe environments in which the projects helped them acquire grammatical and pronunciation skills where they worked each class to improve themselves. When one of them got stuck or didn't know how to express an idea, their classmates offered to help them. Importantly, they worked together to overcome obstacles and reach their goals.

The connection that the students had with the English language during the project was significant given that during the learning process the students focused on the development of the activity. Many of them told me that they now felt closer to the language, that English was no longer foreign to them, but rather a part of their daily lives. It is surprising how the simple act of using another language opens emotional or cognitive door.

Annex #4 – Implementation plan and schedule

Time: 12 weeks / 5 sessions (1st semester 2023)

Session's length: 120 minutes / 2 class periods Population: 7th grade

Objective: Helping students increase motivation to take part in oral production activities

Strategies based on **project-based learning**

SESSION / Date	Objective	Strategy based on Project Based Learning	LESSON PLAN
1	Assignment of the project to the students and organization of groups for their knowledge, who know their responsibilities for the final delivery.	As an initial activity for the development of project-based learning, students were required to research on artists such as Frida Kahlo, Vincet Van Gogh, Fernando Botero, etc. in English class. The initial focus was the initial conceptualization of the project to be developed, implementing active learning in class. PRODUCT: NO	
2	The students' creation is the first step to consolidating a good project. The students were guided during the active learning process, which allowed them to identify their potential and their motivation.	During the second session, the activity was the fundamental basis for generating significant evaluation instances in which the students were able to recognize aspects of improvement. As the creation of their own product to present using materials that they themselves provided and delivering their prototype. PRODUCT: PAINTINGS	HERE
3	Students conduct their research and gather the information or data required to carry out the project.	As the main activity students were given the freedom to research on their own the artist that most appealed to them and deliver it with support. This activity is important since students learn best when they study something that captures their imagination and interest, given that they should have as much autonomy as possible in what they do and how. PRODUCT: NO	

		STUDENTS STARTED PRACTICING THE INFO TO PRESENT THEIR PAINTINGS	
4	Students create field diaries or logs where they summarize performance progress and instances of feedback reviewed by the guiding teacher.	At this point the important activity is cooperative and team learning in which the group organizes its information so that its presentation flows as this helps to foster supportive communication within the team. This small group learning experience emphasizes the students' out-of-class preparation and application of in-class knowledge. PRODUCT:NO	
5	The students make a presentation of what they have learned through a presentation to the school community.	The final activity is to promote student security where experimental learning is evident and where students face a new audience to communicate and present their results prepared in class. The purpose of these experiences is to expand opportunities for students to discover, empathize, and understand the problem in different ways. PRODUCT: ORAL PRESENTATION ON THEIR PAINTING	HERE

Schedule

STAGES	MONTHS	NUMBER OF SESSIONS
1 - 2	June – July 2023	4
3 - 4	August – September 2023	4
5 – 6	October 2023	3

Annex #5 – Lesson Plan #2

LESSON PLAN	
Lesson Number: <u> 2 </u> Institution: Colegio Comunal Albert Einstein Pre-service teacher's name: Laura Daniela Lombana Barrera Grade/ Level: Seventh Grade Date of implementation: 26-07-23 Duration: 90 Minutes	
LEARNING OUTCOMES: ● PRAGMATIC: At the end of the lesson, students present the consolidation of their art project to the teacher and the class, creating meaningful learning for themselves. ● USE OF LANGUAGE: Students investigate information about the history of their painting which they learn autonomously, this allows them to practice their fluency, use the learned vocabulary and grammatical use.	
Warm-up	
Procedure	Time
Starting the class, the roulette activity is carried out, where various Artists are evident. This activity aims to make it fun and exciting where students adapt to the choice. Then, the roulette wheel is turned, and each student is included in the teacher's list, evidencing the choice made from this tool. After giving the purpose of the activity, they are assigned the paintings of said artists. Starting the art project in the English class, where each student uses the materials requested by the teacher such as canvas, paint, and brushes, the student begins his work during class, and this is evaluated by the teacher.	15 minutes
Stage 1	
Procedure PPP	Time
In the first stage of the activity, it is transversal with art, the students will concentrate on making their paintings during class where the teacher will be telling them in general the importance of these paintings throughout the world, the use of art, specifically painting, for the development of the teaching-learning process with the	40 minutes

students, it is achieved that at the same time they learn a language, their culture, that they create their own concepts and, in this way, develop their critical thinking. This activity is carried out since the students are interested in art and those didactic activities during classes, this stimulates them to relate and interact with each other. During class, listening, written expression, oral expression, etc. are encouraged. Thanks to this, the use of vocabulary, progress in syntax, and auditory acuity are enhanced.	
Stage 2	
Procedure	Time
In the last stage of the class, students proceed to finish their painting during class, consolidating a good project, carrying out their autonomous and meaningful learning. The students were guided during the process which allowed them to identify their potential, skills and through this interdisciplinarity between English and artistic education we can achieve results such as: creativity, critical thinking and autonomy.	35 minutes
Assessment and evaluation (How the student will be evaluated through the activities proposed)	
The student will be able to use the skills, techniques and experiences tested in the proposed didactic art project. Which is evaluated under the evaluation criteria reflected in the evaluation system of the educational institution.	
ESCALA DE VALORACIÓN NACIONAL DECRETO 1290 DE 2009	ESCALA NÚMERICA INSTITUCIONAL
Desempeño Superior	4.6 a 5.0
Desempeño Alto	4.0 a 4.5
Desempeño Básico	3.0 a 3.9
Desempeño Bajo	1.0 a 2.9
Resources / APA References (Write the resources references according to APA rules)	

Marín, R. (1979). Interdisciplinariedad y enseñanza en equipo. Madrid: Paraninfo, S.A
 Ministerio de Educación, C. y. (2014). BOE. Obtenido de

<https://www.boe.es/buscar/pdf/2014/BOE-A-2014-2222-consolidado.pdf>

Eisner, E. W. (2004). El arte y la creación de la mente: El papel de las artes visuales en la transformación de la conciencia. . Barcelona: Paidós Ibérica. Lennon, J. (2016). Imagine [Grabado por J. Lennon, & The Plastic Ono Band]. Lowenfeld, V., & Brittain, W. (1980). Desarrollo de la capacidad creadora. Buenos Aires: Kapelusz.

Annex #6 – Lesson Plan #5

LESSON PLAN
Lesson Number: <u>5</u> Institution: Colegio Comunal Albert Einstein Pre-service teacher's name: Laura Daniela Lombana Barrera Grade/ Level: Seventh Grade Date of implementation: 31-10-23 Duration: 90 Minutes
LEARNING OUTCOMES: ● PRAGMATIC: At the end of the lesson, students present the consolidation of their art project to the teacher and the class, creating meaningful learning for themselves. ● USE OF LANGUAGE: Students in the art project exhibition will carry out oral expression (speaking) in which their use of language will be evaluated considering pronunciation, fluency and vocabulary related to the studied one.

Warm-up	
Procedure	Time
Starting the activity, the students have a specific time to practice their information together with their exhibition group according to the artist's assignment, collaborative and autonomous work is evident in the presentation. At the educational institution, the English day activity is carried out where students present the final project prepared in class, learning the specific information	15 minutes

that is the autonomous responsibility of the project. Students are required to demonstrate mastery of the core content and skills learned in the Project-Based Learning Unit.	
Stage 1	
Procedure PPP	Time
In the first stage of the activity, Students must present to their classmates what they have learned and show how they have responded to the initial problem. It is important that they have a structured presentation script, explain it clearly and support the information with a wide variety of resources. The role of the teacher is important during the activity and expands beyond the presentation of content. The teacher's main function is to create the learning situation that allows students to develop the project, which involves searching for materials, locating sources of information, managing work in groups, assessing the development of the project, resolving difficulties, controlling the pace. of work, facilitate the success of the project and evaluate the result.	40 minutes
Stage 2	
Procedure	Time
Once the presentations of all the groups have concluded, the students reflect on the experience and invite them to search together for a collective answer to the initial question. As a student, do you consider that project-based learning is a good strategy to carry out in learning the English language? This question is asked since it is important to know the student's opinion regarding the project since this strategy helps students learn in a different way than they know.	35 minutes
Assessment and evaluation (How the student will be evaluated through the activities proposed)	

Finally, the students' work is evaluated using a rubric that is provided to them in advance, and they self-evaluate. This will help them develop their spirit of self-criticism and reflect on their failures and mistakes.

CRITERIA FOR EVALUATING

- **PRESENTATION:** Presentation of the group. Information about what is going to be exposed.
- **CONTENT MASTERY:** Fluency of words in the presentation. Documentation additional. Updating. Vocabulary adapted to the topic.
- **EXAMPLEIFICATION:** Examples adapted to the topic, which contribute to the understanding of it.
- **DIDACTIC RESOURCES:** Use of diagrams on the blackboard. Use of sheets. Use of slides. Use of projector. Use of triptychs.
- **RESPONSIBILITY:** Punctuality on the exhibition date. General knowledge of all points by the team member(s).
- **GROUP DOMAIN:** Present a good tone of voice. Observe the entire audience. Talking security. Discipline.
- **CONCLUSION:** Make a general summary of what was stated

The student will be able to use the skills, techniques and experiences tested in the proposed didactic art project. Which is evaluated under the evaluation criteria reflected in the evaluation system of the educational institution.

ESCALA DE VALORACIÓN NACIONAL DECRETO 1290 DE 2009	ESCALA NÚMERICA INSTITUCIONAL
Desempeño Superior	4.6 a 5.0
Desempeño Alto	4.0 a 4.5
Desempeño Básico	3.0 a 3.9
Desempeño Bajo	1.0 a 2.9

Resources / APA References (Write the resources references according to APA rules)

Marín, R. (1979). Interdisciplinariedad y enseñanza en equipo. Madrid: Paraninfo, S.A
Ministerio de Educación, C. y. (2014). BOE. Obtenido de
<https://www.boe.es/buscar/pdf/2014/BOE-A-2014-2222-consolidado.pdf>

Eisner, E. W. (2004). El arte y la creación de la mente: El papel de las artes visuales en la transformación de la conciencia. . Barcelona: Paidós Ibérica. Lennon, J. (2016). Imagine [Grabado por J. Lennon, & The Plastic Ono Band]. Lowenfeld, V., & Brittain, W. (1980). Desarrollo de la capacidad creadora. Buenos Aires: Kapelusz.

Annex #7 – Survey 1

Nombre del Proyecto: Fostering students' self confidence in English class through a project-based proposal.	
Survey 1	
Fecha: Junio 2023	
Nombre del participante:	
Objetivo: El objetivo de esta encuesta es explorar sobre sus sentimientos y opiniones con respecto a las actividades orales que generalmente se llevan a cabo durante las clases de inglés.	
Instrucciones: 1. Por favor responda de manera clara y honesta. Recuerda que esta información es personal. 2. Escribe tu respuesta en el espacio de cada pregunta.	
Preguntas	
1. ¿Alguna vez te has sentido avergonzado o tímido al hablar en inglés? ¿Por qué crees que te sentiste así?	
2. ¿Crees que las actividades llevadas a cabo durante la clase te ayudaron a mejorar en el aprendizaje del inglés?	
3. ¿Qué actividades recuerdas que te ayudaron a mejorar la vergüenza en el idioma inglés?	
4. ¿Qué consejo le darías a alguien que se siente avergonzado o tímido al hablar en inglés?	
5. ¿Crees que la práctica regular y la exposición al idioma pueden ayudar a reducir la vergüenza o el miedo a hablar en inglés? ¿Por qué o por qué no?	

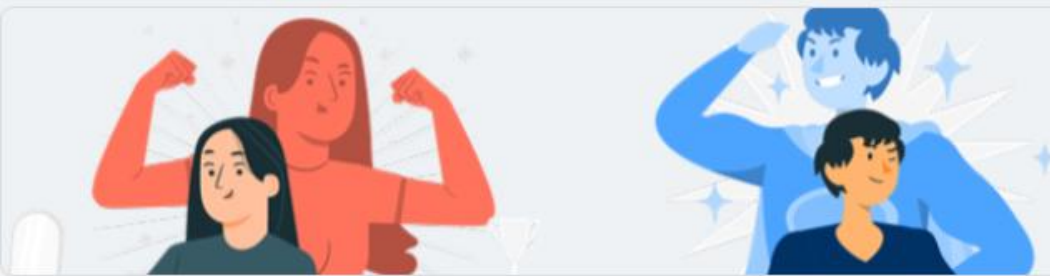
Investigador Laura Daniela Lombana Barrera
 Docente de Inglés
 Colegio Comunal Albert Einstein

Students' Answers

Questions	Student #1	Student #2	Student #3
1. ¿Alguna vez te has sentido avergonzado o tímido al hablar en inglés? ¿Por qué crees que te sentiste así? <u>Have you ever felt embarrassed or shy when speaking English? Why do you think you felt that way?</u>	No, porque me sentía segura de sí misma y podía mejorar.	Si al principio mucho, pero cuando aprendí a trabajar con mis compañeros y las dinámicas de la teacher me gustó mucho y en las exposiciones estaba más segura de mí misma	Si me ha llegado a pasar, por miedo a no tener una pronunciación correcta o equivocarme al momento de elegir palabras.
2. ¿Crees que las actividades llevadas a cabo durante la clase te ayudaron a mejorar en el aprendizaje del inglés? <u>Do you think the activities carried out during the class helped you improve in learning English?</u>	Si muchísimo porque aprendí cosas nuevas y aprendí a pronunciar bien las palabras.	Si, un montón por que al ser muy dinámicas me ayudó con verbos y pronunciación, entre otros.	¡Muchísimo! Las actividades realizadas eran didácticas y generaban un ambiente enriquecedor para todos, permitiendo un aprendizaje factible.
3. ¿Qué actividades recuerdas que te ayudaron a mejorar la vergüenza en el idioma inglés? <u>What activities do you remember that helped you improve your embarrassment in English?</u>	Las exposiciones porque estaba hablando en público y me daba pena.	Las exposiciones full, al momento de hablar entraba más en confianza	Cuando teníamos que bailar y cantar por grupos, pero a la vez estábamos aprendiendo, siento que me ayudó bastante ya que todos nos encontrábamos en la misma situación.
4. ¿Qué consejo le darías a alguien que se siente	Le diría que se sientan seguros de sí	Cuando aprendemos algo nuevo es difícil al	La confianza es algo que se trabaja, y si prácticas mejor

avergonzado o tímido al hablar en inglés? <u>What advice would you give to someone who feels embarrassed or shy when speaking English?</u>	mismos y que todos podemos aprender diferentes idiomas, también que repase sucesivamente ver videos y hacer talleres.	principio, pero con el tiempo y dedicación se vuelve tu zona de confort y aparte escuchar música en inglés, ver películas y leer textos en mi caso me ha ayudado mucho.	el idioma lograrás sentirte seguro a la hora de hablar el idioma.
5. ¿Crees que la práctica regular y la exposición al idioma pueden ayudar a reducir la vergüenza o el miedo a hablar en inglés? ¿Por qué o por qué no? <u>Do you think regular practice and exposure to the language can help reduce embarrassment or fear of speaking English? Why or why not?</u>	Si porque aprendemos a soltar el miedo y a descifrar palabras difíciles de decir, porque nos están escuchando nuestros compañeros y de esa manera aprendemos a quitar el miedo.	La verdad es compleja porque depende el caso del alumno dado algunos se intimidan y se les complica la dinámica en cambio a otros es más normal y entran en confianza.	Al ser consistentes logramos reducir nuestras falencias o a lo que tenemos miedo a equivocarnos, entonces practicando regularmente fortalecemos bastantes cosas.

Annex #8 – Survey 2



ONLINE SURVEY (MOTIVATION)

The following survey is directed to the students of Albert Einstein School focused on English classes with a focus on self-confidence with a focus on the PBL (Project based learning) teaching method, please answer the following 5 questions.

* Indica que la pregunta es obligatoria

1. ¿Cómo te sientes cuando hablas en inglés en clase? *

- ☐ a) Me siento muy seguro y confiado
- ☐ b) Me siento un poco nervioso, pero puedo manejarlo
- ☐ c) Me siento muy nervioso y no me gusta hablar en inglés en clase

2. ¿Cuánto está acuerdo con la siguiente afirmación: "Me siento capaz de expresar mis ideas y opiniones en inglés en clase"? *

- ☐ a) Totalmente de acuerdo
- ☐ b) Moderadamente de acuerdo
- ☐ c) Un poco de acuerdo
- ☐ d) En absoluto de acuerdo

3. ¿Qué te hace sentir más seguro y motivado cuando hablas en inglés en clase?

- ☐ a) La retroalimentación positiva del profesor
- ☐ b) La oportunidad de practicar con mis compañeros
- ☐ c) La libertad de elegir temas que me interesan

4. ¿Qué te hace sentir menos seguro y motivado cuando hablas en inglés en clase? *

- ☐ a) El miedo a cometer errores
- ☐ b) La presión de hablar en frente de mis compañeros
- ☐ c) La falta de vocabulario y expresiones

5. ¿Qué crees que te ayudaría a sentirte más seguro y confiado cuando hablas en inglés en clase? *

Tu respuesta

Annex #9 – Survey 3

Nombre del Proyecto: Fostering students' self confidence in English class through a project-based proposal.	
Survey 3	
Fecha: Octubre 2023	
Nombre del responsable de aplicación: Laura Daniela Lombana Barrera	
Objetivo: El objetivo de esta encuesta es conocer su experiencia y los retos que encontró al finalizar el proceso de aprendizaje y la aplicación del proyecto.	
Instrucciones: El encargado de la aplicación realizara las siguientes preguntas a los participantes.	
Preguntas	
1. ¿Cuál fue el mayor reto que enfrentaste durante el proceso de creación de tu proyecto artístico y cómo lo superaste?	
2. ¿Cómo crees que el enfoque PBL te permitió desarrollar habilidades y competencias que de otra manera no hubieras desarrollado?	
3. ¿Cuál fue el momento más gratificante o emocionante durante el proceso de creación de tu proyecto de arte y por qué?	
4. ¿Cómo crees que tu proyecto de arte refleja tus intereses, pasiones y valores personales, y cómo los incorporaste al proceso de creación?	

Investigador Laura Daniela Lombana Barrera
 Docente de Inglés
 Colegio Comunal Albert Einstein

Students' Answers

1. **¿Cuál fue el mayor reto que enfrentaste durante el proceso de creación de tu proyecto artístico y cómo lo superaste? Esta pregunta busca evaluar la capacidad de los estudiantes para identificar y superar obstáculos, así como su capacidad para reflexionar sobre su propio proceso de aprendizaje.**

Estudiante 1: El mayor reto que encontré durante el proceso fue aprender la información sobre el artista que me asignaron, ya que no sabía nada de él y era un reto para mí entender y hablar frente a mis compañeros, creo que ese fue el mayor reto porque me sentía insegura, pero tu profesora me ayudó a sentirme segura con las actividades de socialización frente a la clase y con mi equipo.

Estudiante 2: Mi mayor reto fue poder hablar en inglés y siento que lo superé porque en cada clase nos ayudaste a comprender mejor y a tener estrategias al hablar como mejorar la pronunciación, el uso gramatical del texto y la confianza.

Estudiante 3: El reto que tuve al principio fue pintar ya que no soy muy creativa en la pintura y el segundo reto fue como expresarme sin cometer errores ya que soy un poco nerviosa. Pero maestra usted me ayudó en ambos retos me ayudó a entender que no debía ser igual ni perfecta y que debía disfrutar el proceso de pintar y la pintura era casi igual al original lo cual me impresionó maestra y en segundo lugar los ejercicios de fonética en las clases me ayudaron a pronunciar mejor y hablar con calma.

2. **¿Cómo crees que el enfoque PBL te permitió desarrollar habilidades y competencias que de otra manera no hubieras desarrollado? Esta pregunta**

busca evaluar la comprensión de los estudiantes sobre el enfoque PBL y cómo les permitió desarrollar habilidades y competencias específicas.

Estudiante 1: Este era un enfoque del que nunca había escuchado pero la maestra nos lo contó, ahora que lo entiendo me ayudó a desarrollar el proyecto por mi cuenta desarrollando mis habilidades en inglés.

Estudiante 2: Me ayudó a ser más autónoma y a saber que puedo sobresalir en mi proceso de aprendizaje del inglés.

Estudiante 3: Adquirí conocimientos a nivel teórico y práctico ya que adquirí nuevos conocimientos y fue importante ya que pude adquirir nuevas competencias.

- 3. ¿Cuál fue el momento más gratificante o emocionante durante el proceso de creación de tu proyecto de arte y por qué? Esta pregunta busca evaluar la capacidad de los estudiantes para identificar y reflexionar sobre sus experiencias positivas y gratificantes durante el proceso de aprendizaje.**

Estudiante 1: El momento más emocionante durante el proceso del proyecto fue la creación del mismo, ya que relacionar la clase de inglés con el arte no me lo hubiera imaginado ya que era algo nuevo para mí en una clase, y ver que te puedes relacionar de esta manera es algo increíble.

Estudiante 2: Para mí lo más gratificante y emocionante fue el día de la presentación en el English Day ya que todos mis compañeros vieron la galería de arte y nos escucharon con paciencia cuando les hablamos en inglés, este fue un

ejercicio divertido ya que no había experimentado este tipo de actividad y me motiva para la actividad del próximo año.

Estudiante 3: Considero que lo más emocionante fue aprender de manera didáctica y creativa en clase, y al momento de exponer aun así tuve la motivación de hacerlo tanto que aprendí el texto más rápido de lo que pensaba y aprendí sobre varios artistas.

4. **¿Cómo crees que tu proyecto de arte refleja tus intereses, pasiones y valores personales, y cómo los incorporaste al proceso de creación? Esta pregunta busca evaluar la capacidad de los estudiantes para reflexionar sobre cómo sus intereses pasiones y valores personales se reflejan en su obra y cómo los incorporaron al proceso de creación.**

Estudiante 1: Este proyecto reflejó mi lado artístico y el interés que tengo por este artista, al momento de incorporarlo fue importante para mí ya que ahí quedó la pintura y el aprendizaje.

Estudiante 2: El proyecto reflejó principalmente mis pasiones como querer aprender inglés de manera autónoma y significativa, en donde el proceso de creación fue fundamental para mi aprendizaje al momento de ejecutar el proyecto.

Estudiante 3: Durante las clases el proyecto forjó en mí nuevos intereses que no tenía, como aprender más sobre artistas, en mi caso Frida Kahlo, y poder leer en inglés y entender fue importante.

Annex 10 – Teacher’s Journal #3

Teacher-researcher’s Name: Laura Daniela Lombana

Journal #3

Level A1

Date: 23-08-2023

By using such strategies, I was pleased with the outcome and my students also showed improvement. Again, their confidence levels increased, and they also showed a greater willingness to speak and express their thoughts and opinions in English in class. The highlights were: they spoke more; their fluency and accuracy in English improved; and they also felt more confident and motivated to learn.

The effort some of the students showed was quite remarkable. We met those who had already from the first session, decided to start researching in depth on the chosen topic and, soon after, started elaborating the respective presentations with respect and importance. After a few weeks, it was even possible to observe how the students spent their time in parallel to the classes, either at home or in case they had free time, taking steps in their projects. It was nice to see them with their notes, with their screens full of information, asking questions, and sometimes trying to clarify things.

Throughout the Canvas project in English classes, I was able to see how students developed conversational skills effectively, in conversations between peers or in their final presentations. This process of creating and presenting joint projects not only allowed students to use the knowledge acquired in class, but also favored the development of conversational skills, essential in any communication context.

Annex #11 - Letters of Consent



COLEGIO COMUNAL ALBERT EINSTEIN
URB.VILLA DEL RIO 1, CL 24A SUR 45-05 URB.VILLA DEL RÍO 1
CL 24A SUR 45-05, CL. 25 SUR #45
VILLAVICENCIO, META
JUNIO 2023

Estimados padres y/o tutores,

Nos dirigimos a ustedes para solicitar su consentimiento para la participación de su hijo/a en un proyecto de investigación acción titulado **“Fostering students’ self confidence in English class through a project-based proposal”** que se llevará a cabo en el Colegio Comunal Albert Einstein durante el período de junio hasta octubre.

Objetivo del Proyecto:

El objetivo de este proyecto es Identificar cómo la implementación del aprendizaje basado en proyectos puede fomentar la motivación de los estudiantes de séptimo grado para participar en tareas de producción oral.

Procedimiento:

Durante el proyecto, los estudiantes de séptimo grado participarán en la actividad Canvas Project enfocado al método PBL Project Based – Learning. Todas las actividades serán supervisadas por Laura Daniela Lombana Barrera docente en el área de inglés.

Confidencialidad:

La información recopilada durante el proyecto será tratada con estricta confidencialidad y se utilizará únicamente con fines académicos y de investigación. Los resultados se presentarán de manera que no se identifique a ningún estudiante individualmente.

Beneficios:

La participación en este proyecto permitirá a los estudiantes desarrollar habilidades comunicativas en el área de inglés, adquirir conocimiento significativo y contextualizado, al relacionar los contenidos del currículo con situaciones reales y que los estudiantes se sienten más motivados y responsables de su propio aprendizaje.

Riesgos:

No se anticipan riesgos significativos asociados con la participación en este proyecto. Sin embargo, si en algún momento su hijo/a se siente incómodo/a, podrá retirarse del proyecto sin ninguna repercusión.

Consentimiento:

Por favor, firme abajo para indicar su consentimiento para que su hijo/a participe en este proyecto de investigación acción.

Nombre del Estudiante: _____

Nombre del Padre/Tutor: _____

Firma del Padre/Tutor: _____

Fecha: _____

Agradecemos su colaboración y apoyo en este importante proyecto. Si tiene alguna pregunta o necesita más información, no dude en ponerse en contacto con la docente Laura Lombana.

Atentamente,

Laura Daniela Lombana Barrera

Docente de Inglés

Colegio Comunal Albert Einstein

Annex #12 – Students form for the WebQuest



CANVAS PROJECT



SEVENTH GRADE°

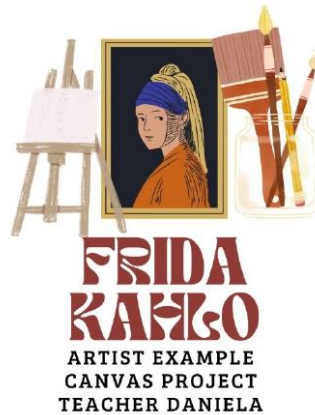
ENGLISH TEACHER
DANIELA LOMBANA

THIRD PERIOD

I N S T R U C T I O N S

ARTISTS	STEPS	OBJECTIVES
Abstract Art	QUESTIONS BASED IN PROJECT MATERIALS: CANVAS AND ACRYLIC PAINT	• What is the artist's personal biography? • What is the professional and artistic career? • What does the artist represent in his paintings?
Pop Art		• In which art museums have the paintings been presented? • What is the importance of the works?
Frida Kahlo Pintora mexicana	TIMELINE	Let's get started: August 05th/23
Fernando Botero Pintor Colombiano	CANVAS SIZE	Size: 30 cm a 40 cm Standard
Vincent van Gogh	IMPORTANT	In the third period, painting will be done in 2 classes (Monday's)

Annex #13 - Artistic Awareness Frida Kahlo



FRIDA KAHLO WHO IS?

Frida Kahlo was a Mexican painter born on July 6, 1907, in Coyoacán, Mexico City.

She is best known for her intense and symbolic self-portraits, which often reflected her physical and emotional pain as well as her identity, culture, and political beliefs.



At the age of 18, Frida suffered a serious bus accident that left her with lifelong injuries and chronic pain.

During her long recovery, she began painting, using art as a way to cope with her suffering.

Her works often combined realism and surrealism.

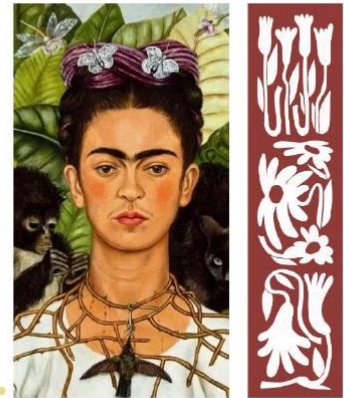


Frida was married to the famous Mexican muralist Diego Rivera, and their relationship was both passionate and turbulent.

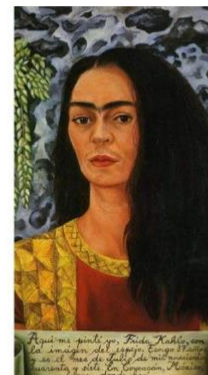
Despite facing many personal struggles, including health issues and miscarriages, Frida remained a powerful and resilient figure.

Her unique style and bold expression made her an icon of Mexican culture and feminism.

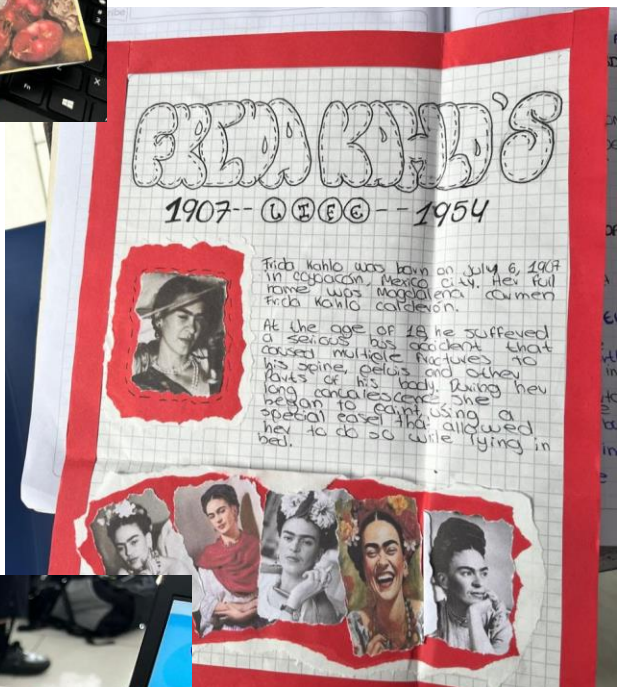
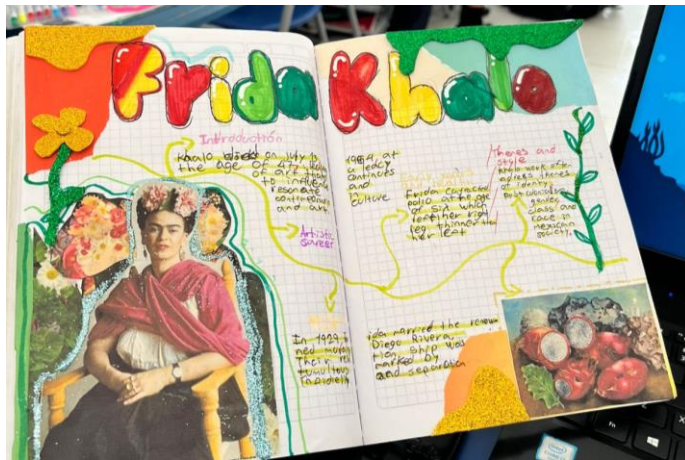
Today, her work is celebrated worldwide, and she is considered one of the most important artists of the 20th century.



Frida Kahlo died on July 13, 1954, but her legacy lives on through her art and her powerful story of strength, identity, and resistance.



Annex #14 – Student's Artifacts 1 – WebQuest on Artists



Annex #15 – Student's artifacts 2 – Paintings for the Arts Exhibition



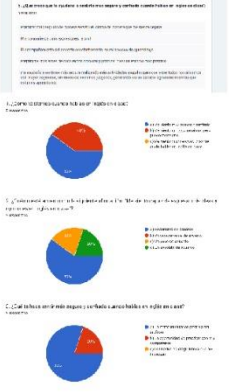
Annex #16 – Sample of Triangulation - Category 1

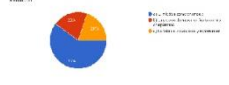
CATEGORY MOTIVATION	CONCEPT STUDENTS' MOTIVATION	TEACHERS JOURNAL	PEDAGOGICAL INTERVENTION STUDENTS ARTIFACTS	STUDENTS FINAL SURVEYS	ANALYSIS
1 PERSONAL QUALITIES	SHYNESS (STUDENTS PERSONAL CHARACTERISTICS) OK	TJ 1 My English class consisted of 20 beginner students. Initially, I observed that many of them were unwilling to participate in conversational activities, understand, interfere, affect, deter, participants, learners, English proficiency, pleasurable educational experience. I understand that this not only affected their English proficiency but also diminished their satisfaction with the educational experience. T J 2 Activities to overcome shyness I took simple steps to help my students become more confident and more interested.	NO	OK 1. ¿Alguna vez te has sentido avergonzado o tímido al hablar en inglés? ¿Por qué crees que te sentiste así? <u>Have you ever felt embarrassed or shy when speaking English? Why do you think you felt that way?</u> ST 1: No porque me sentía segura de sí misma y podía mejorar. ST 2: Si al principio mucho, pero cuando aprendí a trabajar con mis compañeros y las dinámicas de la teacher me gustó mucho y en las exposiciones estaba más segura de mí misma. ST 3: Si me ha llegado a pasar, por miedo a no tener una pronunciación correcta o equivocarme al momento de elegir palabras 2. ¿Crees que las actividades llevadas a cabo durante la clase te ayudaron a mejorar en el	Many students showed to be less shy as the project advanced. Nevertheless, a few students remained very shy. They expressed that the continued to find interaction in English very challenging as interaction in Spanish. The learners demonstrated that the right exercises could help alleviate their shyness and increase their confidence in

		1 In class, students simulated everyday actions, such as ordering a menu in a cafeteria or checking into a hotel by giving a reservation number Practicing their English in a safe and friendly environment. 2 I divided the class into smaller teams and gave them conversation topics based on their likes and dislikes This allowed them to express their ideas and views in a more personal and relaxed setting 3 I asked each child to give a short presentation on something they liked This allowed them to practice their English in front of the others and get useful feedback from their peers 4. I created exercises for the students to focus on and react to each other's interventions. This helped		aprendizaje del inglés? Do you think the activities carried out during the class helped you improve in learning English? ST 1: Si muchísimo porque aprendí cosas nuevas y aprendí a pronunciar bien las palabras. ST 2: Si, un montón por que al ser muy dinámicas me ayudó con verbos y pronunciación, entre otros. ST 3: Muchísimo! Las actividades realizadas eran didácticas y generaban un ambiente enriquecedor para todos, permitiendo un aprendizaje factible. 3. ¿Qué actividades recuerdas que te ayudaron a mejorar la vergüenza en el idioma inglés? <u>What activities do you remember that helped you improve your embarrassment in English?</u> ST 1: Las exposiciones porque estaba hablando en público.	using English. As a teacher, it is crucial to create a safe and welcoming space that allows students to feel comfortable learning and practicing a new language.
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		them develop their ability to listen and respond in English. TJ 3 After completing these tasks, I observed noticeable changes in my students' confidence and participation. They were more comfortable expressing themselves in English and exchanging ideas and perspectives with their peers. Some of the most notable results were: - An increase in the oral participation of shy students. - An improvement in the students' fluency and accuracy in English. - An increase in students' confidence and motivation to learn English.		ST 2: Las exposiciones full, al momento de hablar entraba más en confianza. ST 3: Cuando teníamos que bailar y cantar por grupos, pero a la vez estábamos aprendiendo, siento que me ayudó bastante ya que todos nos encontrábamos en la misma situación. 4. ¿Qué consejo le darías a alguien que se siente avergonzado o tímido al hablar en inglés? What advice would you give to someone who feels embarrassed or shy when speaking English? ST 1: Le diría que se sientan seguros de sí mismos y que todos podemos aprender diferentes idiomas, también que repase sucesivamente ver videos y hacer talleres. ST 2: Cuando aprendemos algo nuevo es difícil al principio, pero con el tiempo y dedicación se vuelve tu zona de confort y aparte escuchar música en inglés, ver
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				películas y leer textos en mi caso me ha ayudado mucho. ST 3: La confianza es algo que se trabaja, y si practicas mejor el idioma lograrás sentirte seguro a la hora de hablar el idioma. 5. ¿Crees que la práctica regular y la exposición al idioma pueden ayudar a reducir la vergüenza o el miedo a hablar en inglés? ¿Por qué o por qué no? Do you think regular practice and exposure to the language can help reduce embarrassment or fear of speaking English? Why or why not? ST 1: Si porque aprendemos a soltar el miedo y a descifrar palabras difíciles de decir, porque nos están escuchando nuestros compañeros y de esa manera aprendemos a quitar el miedo. ST 2: La verdad es complejo porque depende el caso del alumno dado algunos se intimidan y se les complica la dinámica en cambio a otros es
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				más normal y entran en confianza. ST 3: Al ser consistentes logramos reducir nuestras falencias o a lo que tenemos miedo a equivocarnos, entonces practicando regularmente fortalecemos bastantes cosas.	
	SELF CONFIDENCE OK	TJ 1 In the English class where I worked, we had a total of 20 intermediate students. In the beginning, I noticed a noticeable insecurity and fear on the part of my students when it was necessary to speak in English. It has become evident that this situation not only affects live communication but quickly becomes a serious obstacle to enjoying learning communication but quickly becomes a serious obstacle to enjoying learning as such. Specific strategies for building self-confidence To address this challenge, I set out to design a series of	NO	 1. ¿Alfabetización en español es una habilidad que todos los estudiantes deben tener? 2. ¿Qué estrategias de comunicación son las más importantes para mejorar la comunicación en español? 3. ¿Qué estrategias de comunicación son las más importantes para mejorar la comunicación en español?	Through the application of these strategies, I have noticed as a teacher a significant change in the self-confidence and performance levels of my students. In general, students became more confident and comfortable speaking in English and discussing their ideas and opinions in the classroom. My

		strategies to pave the way for my students to become more self-confident. Positive feedback: after each presentation or oral activity, I gave my students both positive and critical comments about their performance. Constructive feedback allowed them to increase their confidence not only in their linguistic fluency, but also in their ability and knowledge of the English language. TJ 2 Role-play activities - I organized different role-play activities that allowed the students to start mixing English with their everyday life. As is well known, this technique allowed the learners to gain some of their self-confidence in a safe and convenient environment for them. Talk shows - my fourth planned stage of the intervention involved conducting discussion topics, which would be clarified and discussed by rapport with		 1. ¿Alfabetización en español es una habilidad que todos los estudiantes deben tener? 2. ¿Qué estrategias de comunicación son las más importantes para mejorar la comunicación en español? 3. ¿Qué estrategias de comunicación son las más importantes para mejorar la comunicación en español?	learning about the students has been important and relevant given that it can help students improve their self-confidence and performance with the right application of strategies and the right coaching in the classroom.
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		responses from other students, but with a formal moderator instead of the English specialist, such as an experienced girl. T3 By using such strategies, I was pleased with the outcome and my students also showed improvement. Again, their confidence levels increased, and they also showed a greater willingness to speak and express their thoughts and opinions in English in class. The highlights were: they spoke more; their fluency and accuracy in English improved; and they also felt more confident and motivated to learn.			
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	IDENTITY	TJ 1 I want to share today an experience that is really relevant to my teaching. In my English classes, I focused on the topic of students' identity as a person. I wanted to know how they see themselves, what they find special and how they can express their identity in English. Classwork: I begin the lesson with a simple question, "Who are you?" I ask them to write a brief description about themselves in English, including their interests, hobbies, and personality traits. Then I ask them to share their descriptions with a classmate or in a small group. TJ 2 What happened next surprised me. Students began to open up and share aspects of their identity that I had never seen before. One student expressed his serenity about music and how he played at a music school. Another shared his love of reading from the number of	NO		As an important element of the English class, remembering the importance of exploring identity by creating a safe and welcoming space for students to share their stories with their classmates will make the class more enjoyable. Looking for ways to incorporate identity into planning and activities, encouraging students to explore themselves and share their stories with others without fear and to explore their likes and dislikes.
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		books he had read, one student began to talk about her cultural identity: she always felt proud of her roots and the people she loved, it's amazing the love students have for what they do and that allows them to have value in their identity.			
	ATTITUDES TOWARDS THE SECOND LANGUAGE (L2)	TJ 1 The class began with a dialogue exercise in pairs that was presented in the English book, then, on the board I put the activity where they had to write about their weekend activities and what they had done. At the beginning of the activity some students were a bit shy and nervous, but fortunately they calmed down and worked as a team with more confidence. The most interesting part of the activity was the way they collaborated with each other. When one of them failed to communicate an idea, his partner would help him	NO		Currently, I find that by establishing a safe and supportive environment, teachers can promote positive second language learning behaviors during lessons. When my students feel comfortable and confident speaking English, they are more willing

		organize the text. It was interesting to observe how closely they worked together to communicate effectively in English and the positive and collaborative attitude they each took. In addition, I noticed that several of them used expressions and sentences that we had previously worked on in class TJ2 At the end of the conversation activity, I asked them to think about their attitudes toward English as their second language. I asked them whether they liked or disliked speaking in English, listening to music or watching movies in English, and reading books or articles in English. The responses were different, although most of the students had a positive attitude toward English. Some of them said they liked speaking English because it gives them the opportunity to communicate with people from other cultures.			to take risks and give in. It is important to have a commitment to continue to promote positive second language behaviors and to help my students feel more confident and secure in speaking English in upcoming classes.
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MOTIVATION RESULTS	GAIN NEW KNOWLEDGE AND SKILLS (CONSECUENCIA DE LA MOTIVACIÓN)	TJ 1 During the acquisition of knowledge and skills in the second language during the English classes, were completely positive since during the bilingual projects the students designed and established the material and information for the development of this, where the acquisition of knowledge was autonomous creating a friendly and safe environment for themselves. Although the work was in groups, each student oversaw their work independently delivering their own results. TJ 2 The collaboration, teamwork and autonomous work, allowed the students to create safe environments in which the projects helped them acquire grammatical and pronunciation skills where they worked each class to improve themselves. When one of them got stuck or didn't know how to express an idea, their classmates offered to help them. Importantly, they worked together to overcome	NO		My concept is that the application of English teaching not only involves teaching grammar and vocabulary, but also promoting effective communication, cooperation and mutual support. When my students feel comfortable and confident in the classroom, they are more willing to take risks and acquire knowledge. It is important to mention that some students generally felt a little insecure about not learning the information they needed, but even so, the collaborative
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		obstacles and reach their goals.			work and accompaniment as a teacher was important for them, giving them the security they needed.
	GO THROUGH THE LEARNING PROCESS (cumplir con las tareas, cumplir las entregas, hacer la presentación final) (CONSECUENCIA DE LA MOTIVACIÓN)	TJ 1 We are in a learning process and the task is becoming increasingly difficult. This is especially true as we approach the final presentation of this unit. While some of the students are making very impressive progress, there are those who are still having trouble turning in assignments on time, and as is always the case, that results in a combination of successes and problems. Homework submission deadlines have made for many stressful times for many people. We talk little about the importance of time management, both within the academic and work context. TJ 2 Today was the first session of oral presentations. Presentations are a key aspect	NO		I am aware that I am beginning to see how this learning process is becoming something that goes beyond just "doing an academic assignment". At least among the older ones, many no longer see it as "just an English class", but as a space to develop from learning, when it goes beyond the merely linguistic. That seems to be what gave me the most satisfaction, more than the

		in the final evaluation and, as far as sincerity is concerned, there were some stories to tell about expectations. Some people who have tried to speak did so fluently and confidently, while on the other hand there were students who continue to feel insecure in front of their peers. However, I think everyone has made progress, even if only a little, compared to the first time. Many students have made progress in pronunciation and in the organization of their presentations.			fact that they are improving, even if it is one step at a time. I hope they feel much more motivated to try their best during the final presentation.
2 STUDENT'S DRIVE	EFFORT (tiempo de dedicación)	TJ 1 The extraordinary effort shown by some of the students was quite remarkable. We met, in fact, those who already from the first session decided to start researching in depth on the chosen topic and, soon after, decided to start elaborating the respective presentations with respect and importance. And after a few weeks it was even possible to observe how the students spent their time in parallel to the classes, either at home or in case they	NO		The commitment of most of the students to the project, despite the hard work involved. Sometimes, the foreign language can become a barrier but seeing the highest level of dedication that the students

		had free time, taking steps in their projects. It was really nice to see them with their notes, with their screens full of information, asking questions and sometimes trying to clarify things. TJ 2 Along the way, however, there were also some stages where difficulties arose. Some students, especially those who leave a lot of work to the end of the submission, started to get nervous as the days went by until the time of submission. I realized that many of them had not really planned their time, which caused them a lot of nervousness. I had to make real interventions, help them with the follow up of ideas, remind them of the importance of keeping track of their progress, as planning is a fundamental skill, and not only in English. T3“Effort some of the students showed was quite remarkable. We met those who had already from the			have offered, even on the most difficult days, is the best proof that it was worth it. For many students, the final project was not just another assignment, but an opportunity to learn or learn to organize themselves, learn to work cooperatively (when necessary) and learn time management skills.
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		first session, decided to start researching in depth on the chosen topic and, soon after, started elaborating the respective presentations with respect and importance. After a few weeks, it was even possible to observe how the students spent their time in parallel to the classes, either at home or in case they had free time, taking steps in their projects. It was nice to see them with their notes, with their screens full of information, asking questions, and sometimes trying to clarify things"			
	DESIRE (to become proficient in the language)	TJ 1 From the moment we started the project, many of them showed a lot of enthusiasm at the beginning, but the atmosphere also oozed uncertainty. The final project is probably one of those tasks that is always a little bit of a game changer, because not only does it require language skills, but you also have to have a more	NO		Seeing the progress in their oral interventions in the classroom I was truly satisfied; some have become much more confident speakers, although others

		autonomous approach to work. I knew this was going to be a challenge for them, especially because they have to do it in a timely manner, which many of them are not yet fully fluent in. Seeing the progress in their oral interventions in the classroom I was truly satisfied; some have become much more confident speakers, although others continue to struggle with spoken English, but show a willingness to keep practicing and improving; the work in class has also been very enriching, as I have been able to help those who need more support. There are still some areas to be polished, although I feel that they have made a lot of progress during the process. TJ 2 Along the way, we also encountered difficulties. Some students, especially those who tend to leave everything to the last minute when time is running out, were panicking without my			continue to struggle with spoken English, but show a willingness to keep practicing and improving; the work in class has also been very enriching, as I have been able to help those who need more support. There are still some areas to be polished, although I feel that they have made a lot of progress during the process.
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		noticing, as the deadline was approaching. I realized that most of them had not made a good plan of the time they needed and that this generated a lot of stress. I made several interventions to try to help them organize their ideas and remind them of the need to monitor their work and progress constantly monitor their work and progress. Organization is a skill that needs to be learned.			
	EFFECT (emotional reactions which are related to language learning)	TJ 1 From the moment I proposed it to her, it has always been clear to me that the difficulty of this project was not only the fact of learning a language, but also an emotional challenge. Learning a language is a very irregular process: moments of frustration during which our expectations exceed our possibilities of expression, of pride when they discover that they can communicate, in English, in a more remunerative way, but also of insecurity insofar as they think that their pronunciation or spelling is not sufficiently achieved. I have witnessed all	NO		What surprised and touched me the most was the emotional bond that the students began to weave with English during the project. It was not just another subject they had to take; it was a tool with which they could refer to, connect with their own thoughts and, more importantly, with their peers.

		of the above since they are students throughout these weeks; today, seeing how they have been presenting their projects has been enriching for them as students, since the results were good in each work group. TJ 2 There were some students who at the beginning of the course were completely insecure about using the English language in front of their classmates. I remember Mariana, who at the beginning of the semester was hesitant to even write a sentence in English for fear of making a mistake. Today, in her bilingual presentation in class, I saw how she said everything with such confidence that I could say she left me speechless with her confidence. Not only did she master the subject matter, but she was completely at ease alternating between English and Spanish. Her excitement at having made it to the final presentation was evident in her face, a mixture			Many of them told me that they now felt closer to the language, that English was no longer foreign to them, just another part of their daily lives. It is amazing how simply using another language opens emotional or cognitive doors that were previously closed.
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		of pride and relief. For her it was a moment of great fulfillment, and, for me, it was equally a moment of great satisfaction, because I knew how hard she had worked to get there.			
	TRUST (In his process)	TJ 1 During my work in class as a teacher, I recognized that one of the aspects we worked on in class was undoubtedly confidence in the process. I continually reminded and insisted that learning a language is not just being a language all the time but having the willingness to try and learn from mistakes. It was not easy for some to accept that mentality, but with each completed exercise, with each activity, they dared to have slightly longer conversations, it was evident how their confidence was growing. They recognized themselves as capable of communicating and being understood, and that was the only thing that really mattered. TJ 2 The bilingual project has not only been an academic	NO		It is important to see that the students were very successful, not only because they were able to complete the project, but because they learned to trust themselves, to step out of their comfort zone and to believe in their ability to master English, and that has taken a lot of effort. That I think is the real achievement of this project: they have learned to trust the process, and most

		exercise but also an exercise in self-discovery for many of my students. Seeing how they overcame their insecurities, daring to speak without fear of error and finally feeling deeply satisfied with the goal achieved, brought to my mind the justification of teaching, not only for the transmission of knowledge but for the process of personal maturation that my students are going through as they are setting out to be able to communicate in another language.			importantly, they have learned to trust themselves.
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Annex #17 – Sample of Triangulation - Category 2

CATEGORY ORAL PRODUCTION	CONCEPT ORAL PRODUCTION	TEACHERS JOURNAL	PEDAGOGICAL INTERVENTION STUDENTS ARTIFACTS	STUDENTS FINAL SURVEYS
2 STUDENT'S PARTICIPATION IN CLASS	FEEL MORE CONFIDENT	TJ 1 In the Project Based Learning teaching method it is noticeable that as teamwork developed, students began to feel more comfortable with the use of the language. The initial insecurity was replaced by a more proactive attitude and willingness to experiment and make mistakes, understanding that the learning process is gradual and not limited to immediate perfection. The teacher guides the process and makes sure that the students have everything they need to solve the project, as well as being the teacher in charge of maintaining constant accompaniment but also representing the project's content using audiovisual material and guides. Likewise, use was made of didactic and interactive resources for developing this project that appeared in the classroom and subject plans. TJ 2 Of course, the process of implementing the Canvas Project is having an impact on the learning environment, as it is providing students with cognitive strategies to improve their English, while at the same time offering		NO

		them a safe environment where they can experience improved skills, along with increased confidence and engagement.		
	ACTIVELY PARTICIPATE	TJ 1 During the collaborative work and with creativity tools for the organization of ideas, it was a clear demonstration that learning can occur in a dynamic and meaningful way for the students if they are guided and accompanied in the process. The students showed great interest in participating in creating their products from the beginning of the project, initiating their paintings with motivation. Despite the validity of the new methodological approach, the students made an increasingly active use of the sessions, participating in group discussions, presenting ideas about their artist, learning important information such as life, experience, and important paintings, and making contributions to their classmates. The Canvas structure favored the organization of thoughts and the management of the project until the students felt more comfortable directing their own proposals. TJ 2 Regarding mutual feedback, it proved to be outstanding. From the approach of self-management and unity, the center's own students not only used English convincingly in their activities, but at the same time developed skills such as active listening, discussion, exchange of ideas, confrontation of points of view, like tenaciously molded gems. The Canvas Project, in this way, not only helped		NO

		them to learn the language, but also to create the fundamental social and mental capacities necessary for cooperation and the production of judgments, like wings that allow them to fly.		
1 STUDENT'S ABILITY TO COMMUNICATE	ASSERTIVE COMMUNICATION (CLARITY, COHERENCE, AND PERSUASIVENESS)	TJ 1 Throughout the final stage of the Canvas Project, I was able to significantly develop certain skills that matter, specifically assertive communication skills of clarity, coherence and persuasion in the context of their English classes. The process culminated in the presentation of their final products, which not only showed improvement on the issues related to the content of the project, but also summarized significant progress in a certain aspect of how to express themselves adequately and convincingly. TJ 2 From the first edges of the project, we are already talking about the importance of assertive communication was one of the axes of work in class; in the planning and development phase of the Canvas (in the practice known by many as the "canvas"), students had to organize and express ideas more clearly and coherently, which meant a conscious effort to structure their thoughts in a logical and accessible way for other people. Throughout the process I provided them with working tools and specific activities to improve their communicative clarity (revision of texts, reformulation of ideas, brief explanations, working dogmas, etc.), helping them to be more aware of the need to be precise and direct		NO

		in their way of communicating ideas, which had an impact on the outcome of the project.		
	ENGAGE IN CONVERSATION	TJ 1 Throughout the realization of the Canvas project in the English lessons, I was able to ostensibly evidence the way in which the students developed conversational skills effectively, in conversations between peers or in their final presentations. This process of creating and presenting joint projects not only allowed the students to use the knowledge acquired in class, but also favored the development of conversational skills, essential in any communication context. TJ 2 The creation of a context in which the students felt safe to participate in the conversations was another aspect considered important. Thus, from the small group dynamics, discussion activities, etc., it can be seen how the students were breaking through the barriers of insecurity in speaking English. As the project progressed, most of the students felt more confident in having conversations with each other, helping each other to structure and clarify their ideas. This kind of practice not only helped them improve their fluency but also made them understand how some of their peers were doing better than them, thus enriching the final content of their work.		NO

	(SKILLS TO COLLECT AND SUMMARY INFORMATION)	TJ 1 Once the project was underway, project participants had to begin researching and collecting data on their proposal. This information gathering was fundamental, as the projects could not only require knowledge of the topic in question in a very general sense; they demanded a deep and detailed vision that could be organized and presented in a clear and orderly manner. In this line, they were offered help on how to access reliable sources of information, how to select information relevant to the topic and how it should be structured based on the Canvas scheme. TJ 2 The most relevant aspect of this phase was to identify how the students began to acquire a more systematized and thoughtful way of proceeding with the collection of information, since many were unsure of how to distinguish between what was relevant and what was irrelevant in the early stages of the research. Progressively, with practice and constant help, the students learned to filter well the information collected, which was collected in those specific sessions in which they exchanged criteria related to how to do the searches, how to evaluate and calibrate the reliability of the sources and how to extract the data without losing the general framework of the project.		
3 STUDENT'S PERFORMANCE IN THE CREATIVE	PROBLEM SOLVING	TJ 1 It was also important to see how they handled the problems that arose as a result of the socialization and negotiation of the tasks to be developed in the work group. Although	NO	NO

PROCESS (OF INFORMATION REGARDING THE ART EXHIBITION)		many of them showed a reluctance to delegate tasks or to take responsibility for the first actions of the work table, as the class work progressed, this collaborative style increased. They began to negotiate tasks more equitably, to become aware of their personal strengths and to distribute the workload according to their abilities. This fact, related to the resolution of interpersonal problems, also became a good opportunity to practice skills related to table work, empathy and leadership. TJ 2 The culmination of this process took place with the delivery of the final products, products that, in most cases, were a reflection not only of the learning of the project content, but also of the way in which the students had learned to solve the obstacles they had encountered throughout the process. The ability to solve problems effectively could be seen in the quality of the final presentations, in which the students were able to argue their ideas, defend the decisions taken and even, in the case of some of their classmates' interventions, modify their positions based on suggestions for questions.		
	COLLABORATION	TJ 1 For the development of the Canvas Project during the English classes, one of the aspects of the experience mentioned was the collaboration among peers. For a project that is group-based in nature and that, in addition, requires the integration of different ideas and skills, it becomes a very appropriate way to observe how students related to each other,		NO Commented [U

		shared tasks and responsibilities, and also, in the end, achieved a final product, a joint final work. Collaboration seems, therefore, an important element for the conformation of a good final product, a contributor to the social and communicative skills that will be very necessary for professional learning and growth. TJ 2 With the arrival of the final stage of the project, the delivery of the final products was a clear example of how the way in which the groups collaborated had evolved. The projects were the result of group work, with everyone contributing their own knowledge, effort and creativity. The presentations were generally well coordinated, had a clear focus on content, and were well communicated among group members. The view of the students at the end of the project was particularly pleasing, as they had not only learned how to develop their ideas, but had also become groups that knew how to present their ideas in a structured way, which is an example of a successful collaborative process. In short, collaboration was one of the cornerstones of this Canvas Project, as it allowed English language learners to have the opportunity to improve their English language skills, as well as interpersonal and group work skills. The students, in sum, were able to produce high quality work in the final presentation, which was the consequence of the collaborative work that they had been able to do, which was the conclusion that the students	
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		had been able to make in class and the conclusions of what they had learned throughout the Canvas Project, the same that is reflected in their final work.	
	CREATIVITY	TJ 1 Through the development of the Canvas Project within the framework of English classes, creativity was positioned as one of the most relevant competencies in the students' learning process. This Canvas Project, focused on encouraging critical reflection, orderly organization and proper articulation of ideas, ends up offering students a wide space where they can apply their creativity, not only in terms of content, but also in making decisions about how to present their proposals. As the Canvas Project developed through the different stages of development of this work, it was very interesting to observe how the students began to explore new ways of approaching the topics based on the most original ideas, investing the tools of the canvas with which they were interacting and producing final products that not only showed a very good command of the language, but also a high degree of originality and a high degree of consideration of the aspects of creativity. TJ 2 The Canvas served as a structure that guided the students in organizing their information but also gave them enough flexibility to experiment in different ways. This freedom of action led the students to seek original solutions to the challenges they faced. In several sessions the groups were enthusiastic	