

**Enhancing English language learning motivation among students at Jesus Antonio
Amezquita in Rioblanco, Tolima, Colombia through project-based learning**

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Dedication

Dedicated to my loved husband because he has always believed in me and supported in each difficult moment of my life.

Acknowledgment

First, I want to thank God because he gave me the life for studying this master's degree. Also, he listened to my prayers when I felt frustrated. He gave me wisdom and persistence for achieving this important goal for my life. Second, I want to express my sincere gratefulness to my husband because he always supported me in the difficult moments. Thank you for being with me through thick and thin. Another important person that guided my paper was my thesis advisor Cenaida Saenz, I could not have been ahead with this research without his advice. Thanks for her patience as well.

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Resumen Analítico en Educación RAE

Información General

Título: Fomentar la motivación en el aprendizaje del idioma inglés entre los estudiantes de Jesús Antonio Amézquita en Rioblanco, Tolima, Colombia a través del aprendizaje basado en proyectos

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Palabras Claves: Aprendizaje basado en proyectos, motivación en el aprendizaje del idioma inglés, habilidad del habla, habilidades sociales.

Descripción

Esta investigación nace a partir de la baja motivación de los estudiantes de décimo grado de la Institución Educativa Jesús Antonio Amézquita frente a las clases de inglés. En conversaciones informales con los estudiantes, manifestaron algunas razones por el desinterés de aprender inglés. Entre las que se destacaron, nunca haber tenido un docente de inglés. Es decir, un docente licenciado en inglés o afines, siempre el docente asignado fue de otra área. Por lo general, la enseñanza del inglés se reduce a la traducción de textos, una razón más por la que los estudiantes manifestaron bajo ánimo a la hora de aprender inglés. Ellos estaban agotados de solo traducir textos en inglés y desconocían el manejo de la estructura correcta del idioma. Dicho lo anterior, los estudiantes se encontraron desmotivados o no encontraban razones fuertes para aprender inglés.

En la educación la motivación juega un rol importante y especialmente en el idioma inglés Espinar et al, (2015) ya que, para la mayoría de los estudiantes, el inglés es una de las áreas más complejas. Por lo tanto, motivar a los estudiantes debe ser un aspecto para tener en cuenta ante cualquier proceso de aprendizaje. Varias investigaciones (Pinzon; 2014, Affandi

& Sukyadi, 2016; Cabuk & Haktanir, 2010; Katz & Helm, 2016) han demostrado que fomentar en estudiante actividades dinámicas o diferentes estrategias promueve un aprendizaje duradero en vez de las clases tradicionales donde se promueve la traducción de textos y contenidos aislados a los intereses de los estudiantes. Esta investigación tiene como objetivo general investigar el impacto del Aprendizaje Basado en Proyectos (ABP) en la motivación de los estudiantes hacia el aprendizaje del inglés en el Colegio Jesús Antonio Amézquita de Rioblanco, Tolima, Colombia.

Fuentes

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Pinzon, R. (2014). English teaching through project-based learning method, in rural area. *Cuadernos de Lingüística Hispánica*, 23. 151-170.

Contenidos

La presente investigación contiene cinco capítulos organizados de tal manera que responde a la pregunta de investigación y a los objetivos planteados. El primer capítulo contiene el planteamiento del problema, el objetivo general y específicos y la justificación

del estudio. El segundo capítulo contiene un resumen de estudios previos que se han realizado y que apuntan a la problemática que concierne a esta investigación. Así mismo, da cuenta del marco conceptual que guio la presente investigación involucrando conceptos tales como el aprendizaje basado en proyectos, la motivación en la enseñanza del inglés, la importancia de usar proyectos para motivar a los estudiantes y las habilidades sociales en los procesos de formación. El tercer capítulo contiene el diseño metodológico que incluye el tipo de investigación, la población, el contexto, el protocolo ético y la descripción de los instrumentos aplicados para la recolección de los datos. El cuarto capítulo describe la manera de cómo la investigadora analizó la información recolectada. Por último, el capítulo quinto muestra los resultados obtenidos y la discusión de estos. Así mismo explica las implicaciones, las limitaciones y alcances de la investigación, recomendaciones para futuras investigaciones y conclusiones de la investigación. Finalmente, el documento se cierra con una lista de referencias y apéndices.

Metodología

El proceso de investigación se desarrolló en cinco momentos: El primer momento hace referencia a las conversaciones que se hicieron durante algunas clases de inglés, las cuales dieron cuenta de una problemática muy notoria en torno a la falta de vocabulario en el contexto escolar. El segundo momento hizo referencia a la búsqueda de la correcta propuesta pedagógica para mitigar la problemática. Un tercer momento fue el diseño de los instrumentos para la posterior recolección de datos. El primer instrumento fue una encuesta para conocer más detalles sobre la problemática y se usó en el primer momento. Un segundo instrumento fue el diario de campo, el cual se empleó para escribir detalladamente como llevaron a cabo el proyecto los estudiantes. El tercer instrumento fue la entrevista y se aplicó después de la intervención pedagógica. Es decir, después de que los estudiantes aplicaran el proyecto. El cuarto momento corresponde a la socialización y a la implementación del

proyecto para con los estudiantes. El quinto momento corresponde al análisis de la información recogida tras la aplicación del proyecto. Para la realización del análisis se tomó la encuesta y se explicó. Con respecto al diario de campo se tuvo en cuenta las oraciones en inglés realizada por los estudiantes del grado decimo y se colocaron en una tabla. También desde el diario de campo se detectó una serie de habilidades sociales, las cuales fueron identificada y resaltadas con un color diferente y luego se le dio un punto a cada estudiante por cada habilidad social usada. Estos datos fueron colocados en una tabla de Excel para luego aplicar una ecuación estándar y así conocer el porcentaje de uso de estas habilidades en un proyecto. El sexto momento hizo referencia a los resultados y conclusión de la investigación.

Resultados

Se encontró que, a través del uso de un proyecto como estrategia pedagógica, los estudiantes del grado decimo lograron ser motivados a aprender inglés. Esto fue evidenciado porque fueron capaces de producir oraciones declarativas, imperativas, interrogativas y de exclamación. Así mismo, se encontró que el proyecto les ayudó a desarrollar habilidades sociales como la comunicación, liderazgo, trabajo cooperativo, dar instrucciones, ayudar al otro, uso del lenguaje corporal, solicitar ayuda y expresar sentimientos. Sin embargo, las habilidades sociales más usadas fueron la comunicación y el trabajo cooperativo con un porcentaje de uso del 86%. De igual manera, los estudiantes expresaron comentarios positivos con respecto al proyecto. Aparte de lo dicho anteriormente, los estudiantes dijeron que por medio de un proyecto se pudieron divertir y aprender inglés a la misma vez. Así mismo, los estudiantes resaltaron que pudieron tomar diferentes roles como el de profesor y experimentaron diferentes escenarios donde pudieron aprender inglés (Kong, 2009). Todo esto les ayudo a tener otra perspectiva del aprendizaje del inglés y los motivo a aprender este idioma.

Conclusiones

El Aprendizaje basados en Proyectos es una estrategia que ayuda a motivar los procesos de aprendizaje de idiomas de los estudiantes. Cuando los estudiantes ven que las temáticas de las clases de inglés están relacionadas con sus intereses, se aumenta la motivación por aprender el idioma. En esta investigación se pudo observar un aumento en la habilidad del habla, en particular la apropiación de estructuras gramaticales producidas oralmente a través de cuatro tipos de oraciones tales como imperativas, exclamativas, interrogativas y de comando que los participantes utilizaron en su entorno de comunicación. Igualmente, fueron capaces de desarrollar habilidades sociales tales como el trabajo cooperativo, comunicación, liderazgo, dar instrucciones, ayudar al otro, expresar sentimientos, y uso del lenguaje corporal. Esto no hubiera sido posible sin la implementación de un proyecto ya que las habilidades sociales necesitan de otras personas para ser desarrolladas.

Sin duda, esta investigación reafirmó que el aprendizaje del inglés debe ser contextualizado para que los estudiantes estén más motivados. Esta es una forma diferente de que los estudiantes vean y sientan el inglés como algo alcanzable. Como el contenido es familiar, adquirir aprendizaje es significativo para ellos. Aquí pudieron notar que el inglés no es solo una materia para pasar al año escolar, como manifestaron en una conversación informal. Estos aprendizajes pueden generar otros entornos de aprendizajes para que ellos los aprovechen y desarrollen o mejoren otras habilidades.

Abstract

This research study was qualitative, and it is aimed at investigating the impact of Project-Based Learning (PjBL) on students' motivation toward English learning at the Jesus Antonio Amezcuita School in Rioblanco, Tolima, Colombia. This study was carried out with seven students. The methodology research consisted of six moments. The data was gathered through three different instruments; the survey was aimed to know more details on the students' motivation and what beneficial bring learning English to their life. The field note instrument was crucial because it was used for writing down how the participants developed the project. Here, it is analyzed the English learnings used by the participants. It is found the declarative, interrogative, imperative, and exclamatory sentences for communication. The same instrument was used for detecting social skills. First, the researcher analyzed and described which social skills were used by each participant and a point was given for each social skill. It detected eight social skills: communication, cooperative work, leadership, giving instructions, expressing feelings, asking for help, and helping others. Then, it is implemented a standard equation for determining the percentage of use of these social skills. It determined that the participants used communication and cooperative social skills at 86%. The last instrument was the interview. Most of them said that liked the project for different reasons; they learned English while playing, took different roles, English for life, and cooperative work, among others. Results of the study revealed that students were motivated to learn English when they were given a project taking into account students' contexts and needs.

Keywords: project-based learning, motivation in English learning language, speaking skill, social skills.

Resumen

Este estudio de investigación fue cualitativo y tiene como objetivo investigar el impacto del Aprendizaje Basado en Proyectos (PjBL) en la motivación de los estudiantes hacia el aprendizaje del inglés en la Escuela Jesús Antonio Amézquita en Rioblanco, Tolima, Colombia. Este estudio se llevó a cabo con siete estudiantes. La metodología de la investigación constó de seis momentos. Los datos fueron recolectados a través de tres instrumentos diferentes; la encuesta tuvo como objetivo conocer más detalles sobre la motivación de los estudiantes y qué beneficios trae aprender inglés a sus vidas. El instrumento notas de campo se analizaron los aprendizajes de inglés utilizados por los participantes. Se encontró el uso de oraciones declarativas, interrogativas, imperativas y exclamativas para la comunicación. El mismo instrumento se utilizó para la detección de habilidades sociales. En primer lugar, la investigadora analizó y describió qué habilidades sociales utilizaba cada participante y dio un punto a cada habilidad social. Detectó ocho habilidades sociales; comunicación, trabajo cooperativo, liderazgo, dar instrucciones, expresar sentimientos, pedir ayuda y ayudar a los demás. Luego, se implementó una ecuación estándar para determinar el porcentaje de uso de estas habilidades sociales. Se determinó que los participantes utilizaron habilidades sociales cooperativas y de comunicación en un 86%. El último instrumento fue la entrevista. La mayoría de ellos dijeron que le gustó el proyecto por diferentes razones; aprendieron inglés jugando, asumieron diferentes roles, inglés para la vida, trabajo cooperativo, entre otros. Los resultados del estudio revelaron que los estudiantes son motivados al aprendizaje del inglés cuando se les presenta un proyecto teniendo en cuenta su contexto y necesidades.

Palabras clave: Aprendizaje basado en proyectos, motivación en el aprendizaje del idioma inglés, habilidad del habla, habilidades sociales.

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Introduction

This research study demonstrated how a pedagogical proposal, in this case, a project enhanced the tenth-grade students' motivation towards the English learning. It is also showed how a project developed linguistics and social skills. For that, a project was implemented based on Katz and Helm's project stages (2016), consisting of three phases. The first phase was beginning the project, the second phase was developing the project and the last one was concluding the project. This project allowed them to use real problems so then they took into account their context and interest. This way, students acquire meaningful English learning. In other words, what this research pretended was to motivate students to develop language and social skills, generating an enjoyable environment so that they feel more motivated.

One of the features of the Project-based learning method is students learn doing. For that, it is elemental that students are the main characters of their own learning so that their learning being acquired. That way, they internalize the knowledge. Thus, they realize that learning English contributes to personal, professional, and economic growth. It is worth mentioning that although the students are the main characters in this study, the teacher plays an important role as well. He supervises the students' processes and approves them. This research also helps the teacher's pedagogical practices through reflection. This is a way of improving her English classes.

Now, the following chapter explains how this research study was addressed by the teacher researcher. Thus, the first chapter discusses the rationale for the context, research problem, and methodologies of this research problem. In addition to this, the research questions, and objectives. The second chapter describes the state of the art. It means similar research studies to this one, followed by a set of conceptual and framework concepts. In other words, the ideas, models, principles, definitions, topics, etc., that make sense of a research study. The third chapter describes the design methodology and type of this research.

Likewise, it is mentioned the context, ethical protocol, the instruments implemented for collecting data, and procedures that the research used for analyzing the data. The fourth chapter takes the findings and contrasts them with the state of the art, some recommendations are suggested as well. Finally, the research teacher makes conclusions.

Context of the Research Problem

At Jesus Antonio Amezcuita School, they did not have an expert English teacher for a long time, making them uncomfortable with the English classes since they did not have a vast amount of vocabulary. However, this issue is not in the teacher. Unfortunately, some guidelines of the government pay more attention to subjects like Math, Spanish language, Social Sciences, and Life Sciences are more valuable to them. These subjects are fundamental (Ministerio de Education Nacional, Decreto 2105 de 2017). Although English is among them, they do not view this one as important as it should be for the student's personal and professional growth. Nevertheless, some English teachers are offered positions in rural areas, but sadly, most do not accept the job because the school is far away from their homes and the access is not that easy.

Another reason is the experiences that they had with the English classes. They would spend hours translating long texts to learn English. However, students seemed bored with these activities and did not sense any learning. Moreover, some students stated that they realized those teachers did not know English because some students asked the teachers about the text and avoided answering. Rodriguez and Mckay (2010) highlight the importance of having an experienced English teacher, as they have faced many years of lack of students' interest in learning English. They know what strategies to implement in English classes so that the students acquire the knowledge.

Second, English teachers received training for the type of issues presented in the classroom. By viewing this issue, the teacher research designed a pedagogical proposal so

that the students could develop it in the English classroom and so to enhance the students' motivation. This proposal is similar to Project-based learning because was developed in a short term. Additionally, it not only helped to enhance the students' motivation but that developed linguistics and social skills. Some teachers implement pedagogical proposals to help the students in their learning processes (Bell, 2010). This also contributes to the teachers' teaching processes. Based on Barrows' statement students learn in a project-based learning setting since integrates information from different subjects and solves the problem or at least it is close to the solution. This was aimed at students realizing that English can be used in real life.

Using projects brings many advantages for the students in terms of developing cognitive and metacognitive skills, which stands out as problem-solving and higher-order thinking skills, social skills, self-directed, and life-long learning, among others (Chiu et al. 2009). Thanks to the advantages of this approach, students are prepared for real-world challenges. This research problem viewed the necessity of implementing a pedagogical intervention through projects. For that, project-based learning strategies were presented in this research because students can acquire meaningful understanding. In conclusion, projects are student-centered and intended to foster authentic students.

The Research Questions and Objectives

In what ways does the implementation of Project-Based Learning impact the motivation of students towards English language acquisition at the Jesus Antonio Amezcuita in Rioblanco, Tolima, Colombia

Objectives

General. To investigate the impact of Project-Based Learning (PBL) on students' motivation toward English learning at the Jesus Antonio Amezcuita School in Rioblanco, Tolima, Colombia.

Specific. To identify students' current motivation level towards English language learning at the Jesus Antonio Amezcuita.

To implement a pedagogical intervention to enhance the students' motivation to learn English.

To describe the skills developed through the project.

To examine students' perceptions of their motivation to learn English after the pedagogical intervention.

Rationale for the Study

The present study was fundamental for both the student population and the teacher because contributed to the language teaching-learning processes. This also contributed to the field of education providing important findings related to the English teaching-learning processes. This research pretended to enhance the students' motivation through a project. For that, they designed the project's activities. That way, they found out the functionality of learning English. As the statement of the problem section stated, they are not interested, nor do they find any motivation to learn English. So, what this research pretended was to minimize this problem. It was necessary to carry out this research study so that students found meaningful reasons for attending the English classes and thus they were motivated to learn English and took advantage of them to the maximum. That way, they become drivers of their learning, and they do so by handling a task in which they must follow instructions and a set of steps. Thus, they comprehend English's usefulness in different settings, not only for

English classes but for achieving success. By assigning students a task, they feel empowered in their learning process since they make their own decisions and follow their paths.

The project also teaches them about planning, monitoring their phases, and assessing their progress, resulting in hugely positive effects on students' motivation (Diaz, 2014). Keeping students motivated is a concern teachers experience because it helps them know whether students are interested in learning or not, which implies that the effort teachers make is in vain. For that, it is prime that, before explaining a topic, teachers must verify how motivated students are. That is the point of this research, to know if project-based learning enhances their willingness to learn English and what other effects it has on their learning process. The results obtained from this research contribute meaningfully to the language teaching-learning world. These work as data for further research in the case of researchers interested in conducting similar studies. In the same way, this research contributes to teaching-learning processes in rural contexts.

Rationale for the Research Problem

Students' motivation has become an essential aspect of the English learning process. Irsanty, (2017) states that motivation and learning are vital for achieving something. In students' case, they aim to achieve a set of knowledge. Simply put, knowledge is pushed by motivation through the learning processes. He also says that when people are not motivated, their behavior is often frustrating, distracting, and tedious. Therefore, it is necessary to work hard to maintain the students' motivation because the success of any learning process is using motivation, as, without it, the learning is a failure or not fruitful.

For that, the teacher's role plays an essential paper since he/she facilitates, guides, mediates, helps, and collaborates, among others, with the student's learning. It does not mean that the teacher is the main character of this study. It must be made clear that the students are creating their own learning (Pan et al., 2010). In addition, students develop other abilities

such as communication, cooperative work, leadership, critical thinking, etc., which are essential for their personal life.

Thus, researching this problem helped to contribute to the current study about implementing a project to enhance the student's motivation toward the English learning processes. Due to the results of this research, both teachers and students gained pedagogical strategies for their teaching and learning processes. Finally, the whole educational field could benefit from these new findings.

Rationale for the Methodologies to Address the Problem

To identify which were the students' English learning problems, the teacher held informal conversations with the students. Here, the researcher realized that the students presented low motivation in learning English. Most of the students manifested that they just translated words or long texts. Also, they did not view the functionality of the translated words. It means they did not know how just translating contributed to their learning. However, they were aware that learning English brings many benefits for the development of their lives. It is worth mentioning that translating words is not bad at all, the problem lies in becoming the English classes just translating texts or words. In some cases, it can help to complement the students' English processes, but it does not mean that all the English classes are translating tasks. Lavon (2011) stated that students learning English in context, interiorize the knowledge acquired and these for the long life.

On the other hand, the researcher carried out a survey to know more details on the students' motivation and what beneficial learning English to their lives. These results show light so that the current research implements a project as a strategy for motivating students to learn English. Regarding the population size, seven students from the tenth grade were chosen to apply to this research study. It is essential to mention that rural schools drive few students per grade. They were chosen because several times mentioned in my English classes

a low lack of motivation for learning English and because I am the tenth grade headteacher.

This made I had more classes with them and thus I could spend more hours applying the pedagogical proposal, in this case, the application of the project.

Literature Review

Introduction

This chapter corresponds to three referential and documentary sections: state of the art, theoretical framework, and conceptual framework. First, the state of the art is based on research that already used the PjBL method to enhance students' motivation toward English learning. Second, it will describe the basis of this research. It means the theoretical assumptions associated with this research problem, and at the same time, it was defined the concepts highlighted along with it.

State of the Art

Research on English Teaching Through Project-Based Learning Method, in Rural Area

The researcher Pinzon (2014) carried out research on the PjBL method to keep students motivated to learn English at Jordan school from the Moniquirá, in Boyacá. The participants in this project were seventeen students: six female and eleven male students. All of them are from the eighth grade. She found out that the students did not attend English classes, so the researcher investigated this problem. For that, she asked these students and then, systematized the answers through a questionnaire aimed at finding out common causes of this demotivation. She found out three main reasons. The first reason was that they manifested negative experiences with the last English teachers. The second reason, they perceived the English classes as boring activities because these consisted of translating texts. The last reason, they did not feel the importance of learning English for life since they viewed it as impossible to travel to English-speaking countries.

To solve the problem, the researcher Pinzon (2014) applied the PjBL methodology since she considered that the projects keep students active in the English learning processes. She implemented a project based on three stages proposed by Katz and Chard (1989). Later, it will explain in detail what each stage consists of. The first stage (getting started) students made a

list of problems that were affecting them in the school. Some of the problems were the lack of a nursing room, the reconstruction of the kiosk, the school transport, and the waste of food by the students at lunchtime, among others. Most of them decided to work on the lunch away, mainly the fruits. The teacher suggested to the students to look for information on the importance of each fruit so that by means of groups chose a fruit and investigated it. Teachers asked a group to make a salad fruit as an alternative for taking advantage of these. The second stage (the field work) each group explained relevant information on the fruit chosen by means of PowerPoint presentations. The explanations contained the origin of the fruit, its shape, size, appearance, benefits, different ways of serving, and nutritional facts. The group that made the fruit salad presented flash cards related to the vocabulary; to mix, to cut, to peel, to chop, wash, and to clean. The third stage (culminating and debriefing events) the students shared the previous information with the other grades and suggested making fruit salad, juices, and other recipes. A video was shown for showing how to prepare a salad fruit and some samples were shared with the grades as well. This was the way the teacher implemented the project.

To know the learning outcomes of the project applied, the researcher used three instruments for collecting data such as semi-structured interviews, which consisted of perceiving virtues and language skills that the students felt as acquired during the process of the project. The groups interview, the guide question was aimed at finding out how they felt during the whole process of the project. And artifacts consisted of the summaries, the flashcards, and the PowerPoint presentations designed by the students. This analysis was aimed at detecting the progress in the four skills. Once she applied the instruments and collected the data, she used triangulation to analyze the information. She also used a qualitative approach since it allowed her to describe the findings on the implementation of the project for enhancing some virtues and English skills. Two categories emerged from the findings. The first was called turning my memories into words. This category evidenced how the activities done during the

whole process made the students speak in the different stages of the project. The second category was called Let's Work Together since it was about how the PBL Method enhanced some virtues of the students. These virtues were inner and social.

Finally, the researcher Pinzon (2014) concluded that the PBL method enhanced the students' motivation because they improved their speaking skills. In addition to this, social skills such as problem-solving and cooperative work were evident. When it involves, problem-solving activities, students feel engaged in solving the problem. They prefer to work in groups because they feel that the learning outcomes are easier to obtain than individually. Another skill that emerged was self-confidence and tolerance. In compliance with the findings, there was a strong relation between English learning and the context of the students, as they were more motivated because they realized that learning English was possible based on their needs instead of others. The connection between English learning and context are two aspects very important for students because this way they perceive the English as a need. Here, the teacher plays an essential role since he promotes activities to improve the student's quality of life.

Research on Project-Based learning and Problem-Based Learning for EFL Students'

Writing Achievement at the Tertiary Level

Affandi & Sukyadi (2016) carried out research on the effectiveness of both PjBL and problem-based learning (PBL) when used with students at the tertiary level at Jombang University, East Java. Such research implemented two classes, consisting of 39 students in each. The research instruments were the students' pre-and post-tests on writing an argumentative text using the writing criteria after Heaton (1991), which covered content, organization, language use, vocabulary, and mechanics. The lesson plan contains stages in PjBL after Katz and Chard (1994), and in PBL after Boud & Felletti (1997), and interview questions with a focused theme on students' attitudes toward PjBL and PBL.

This research collected data in the following way. The subjects' writing skills were assessed by the constructed pretest containing criteria in writing after Heaton (1991). In five meetings, all subjects were assigned the lesson plan with learning activities in stages in PjBL after Katz and Chard (1994), and in PBL after Boud & Felletti (1997). Their writing products were assessed, and the post-test was administered to classify the subjects into high, mid, and low achievers. It is worth mentioning that the pre-and post-tests assigned the students to write an argumentative text covering, an introduction, arguments, and reiteration or recommendation. After the post-test, the researchers selected to interview six students in each group representing writing performances as high, mid, and low achievers. The recorded interviews only dealt with one theme on the student's attitude toward the use of PjBL and PBL.

The process of analyzing the data was covered by conducting the independent t-test on the pre and post-test scores. There were two other tests preceding the t-test computation. These tests were the normality test and the homogeneity test. The researchers related the obtained test scores to the interview data which were transcribed and classified by the researchers. On the other hand, the research study was displayed in three sections. The first section was on the effects of PjBL and PBL on students' learning achievement. The implementation of both methods arose in the discussion stage, seeking ideas and developing argumentative in the initial phase of the project. It developed the students' critical thinking. In the feedback-giving stage, peer-written feedback for individual writings and oral feedback during project presentations fostered the students' learning process. Both PjBL and PBL methods used in the study increased the student's social and cooperative skills, as well as their motivation and learning enjoyment.

Regarding the effectiveness of PjBL in improving students' writing achievement, the researchers compared the pre-test and post-test scores earned by the students. This was aimed

to determine a significant difference between them. The t-test analysis showed the t-value at -5.44 with a degree of freedom of 38 and the probability significance (two tails) at .000. Since the p-value (two tails) was lower than .05, it pointed to a significant difference between the pretest and the posttest results. A similar procedure was done with the PBL, the students' pretest and post-test scores of the PBL group secured a t-value to find out whether there was any significant difference in writing achievement before and after the use of PBL. The results indicated the t –t-value at -2.62 with a degree of freedom of 38 and the value of probability significance (two tails) at .01. Since the p-value (two tails) was lower than .05, it indicated a significant difference between the pre-and post-test scores in PBL group.

The second section was on the difference in students' writing achievement being taught by PjBL and PBL. The students were assigned to write an argumentative text covering, an introduction, arguments, and reiteration or recommendation. It was found that their writing achievement and their range from high to low achievers in both groups were nearly similar. The mean of the PjBL group was 79, slightly lower than that of the PBL group at 80.05. Moreover, the independent t-test carried a value at 53, a degree of freedom at 76, and a two-tailed p-value at 60. Therefore, the researchers concluded that there was no significant difference in students writing achievements between those in the PjBL and PBL groups. This was due to that the students were familiar with the methods. The last section was based on the students' perception of PjBL. Most of the interviewers manifested that PjBL and PBL were methods that helped the development of cooperative work, critical thinking, and solving problems, among others.

In conclusion, the researchers stated that the PjBL method taught students to learn via problem-solving with teacher facilitation and monitoring. It fostered critical thinking, social skills, cooperation, and motivation. Despite non-significant statistical differences between PjBL and PBL in improving students' argumentative writing, students expressed positive

opinions on both methods in interviews. PjBL and PBL motivated individual and group learning, as students sought solutions to assigned problems. These methods fostered creative problem-solving, collaborative exploration of contextual problems, and critical thinking skill development.

What Should Be Learned in Kindergarten? A Project Approach Example

This research study was carried out by three pre-service teachers at Ankara University, Turkey (Cabuk & Haktanir, 2010). This research was implemented with 23 children from kindergarten. The aim of this research was to give an example of a well-prepared project that can easily be applied to any kindergarten class. This research advised that a well-prepared project needs more from a teacher for developing projects so two researchers, the classroom teacher, the teacher aid, the children, and the 3 pre-service teachers participated in selecting the project topic. The project adopted Katz and Chard's stages, beginning, middle, and end. In phase one, the research questions were established through collaborative idea exchange. In phase two, data was collected via observation, expert interviews, and suitable information-gathering tasks. During this phase, children used various methods to represent their findings using basic skills. In the last phase, they questioned their discoveries and prepared reports to share with other classes and families through different methods.

The first stage called "beginning the project", the two researchers, three pre-service teachers, a classroom teacher, and a teacher helped to discuss the topic with the children to discover their previous knowledge. This process spent five days with teachers eliciting prior knowledge through related stories and discussions. Children showed their understanding of concepts by representing their experiences. They brainstormed about the topic and created a content web based on their own ideas. This website was the central part of the project and changed multiple times. Pre-service teachers prepared it. Teachers helped children develop

investigational questions such as ‘Why does so much steel need to be in that building? The project topic was “buildings”.

The second phase was called developing the project. During this phase, opportunities for children to conduct fieldwork and to speak with experts were arranged. Teachers provided resources to help children with their investigations, such as authentic objects, books, magazines, newspapers, websites, and other research materials. Teachers suggested ways for kids to do their investigations. They also visited museums, libraries, and the Children's Library at Ankara University College of Educational Sciences for further research. Meanwhile, each child represented their learning in various ways using basic skills like 3D constructions, drawings, music, and dramatic play. Teachers used the group discussions and displayed so that the children showed their creations. The earlier web content documented the different projects. The children created and updated a "Buildings Corner" with pictures, magazines, and architectural drawings. During this phase, the children explored a nearby construction site, talked to contractors, examined architectural drawings, and raised questions. They used the "Thinking Corner" for individual research with books, magazines, newspapers, etc.

The last phase was concluding the project. Here, Teachers arranged a culminating event where children shared their learning with researchers, parents, and the school. Children spent five preparing the event. Teachers helped the children in planning and involving them in reviewing and evaluating the project. They also provided creative methods for showing the knowledge learned, including drama, stories, and art. For the children, the last moment was important because showed their creations to their parents. Children implemented storytelling to tell how the buildings were created. The teachers used children's drawings and photographs of the building process. The children hosted an open house for parents, teachers, and the community to view their work. This project gave children knowledge about building, investigating, and displaying their learning in many ways.

In sum, the success of this project highlighted the importance of selecting a topic relevant to children's interests, experiences, and environment. The teachers assumed the children had prior knowledge regarding the topic. Due to differences in expectations and stage of development, teachers focused on listening and guiding. All the teachers, children, and parents felt comfortable understanding the importance of using projects for the children's learning and role as co-investigators. The teachers' team was highly interested in the phases of the project. Teachers and parents learned that their children could do an in-depth study on a subject they like. This was an interesting outcome of the study. Feedback was gathered from children, pre-service teachers, classroom teachers, teacher's ideas, researchers, and parents during each phase for future projects.

Theoretical and Conceptual Framework

Motivation

Motivation is as its own name suggests, 'moves'. Motivation is the human being's state of mind which pushes their goals (Haque et al, 2014). Thanks to this, people can do anything at all. The education field plays an important role because these helps to achieve the students' learning output. For that, motivation is one of the most important and complex aspects of the learning-teaching process, and teachers have the key to enhancing students, regardless of any area to be taught. Motivation should be stimulated before teaching since a motivated student is a productive learner. Once the motivation is active, it makes the pedagogical processes easy for both students and teachers. According to Hall (cited in Kondal, 2015) "Motivation is a key factor in the accomplishment of a particular activity". Due to this, the importance of fostering it is a key factor for achieving active students.

Motivation has several definitions, and it is related to how much energy a person spends on any intellectual or physical activity. Brown (1987: 114) defines motivation as "an inner drive, impulse, emotion or desire that moves one to a particular action". Another

definition is "Powering people to achieve high levels of performance and overcoming barriers in order to change" (PMBOK, cited in Tohidi and Jabbari, 2012). It can be said that motivation involves a set of interests, beliefs, actions, and perceptions related to each other.

Intrinsic Motivation. When it is talked about the motivation. It is needed to identify the origin of that strength that impulses the person. There are several types of motivation that were mentioned because these ones turn around this research study. Intrinsic motivation (IM) refers to the person's stimulus either spiritual, social, emotional, or biological. This motivation is determined by self-pleasure and individual satisfaction. It means, no external rewards just the activity itself. Here, the personal challenges are highlighted because these ones come from the inner. Deci cited in Kirondo, 2014 defines "IM as the motivation that emanates from personal enjoyment, interest, or pleasure" (p.3). In other words, learners with IM are lifetime students. Undoubtedly, this type of motivation should be enhanced by the teachers because students are not obliged to do tasks at all. On the contrary, they do it on their own. IM can be increased by engaging learning experiences since these allow students to see the relevance of the content to real-life and world experiences (Valerio, 2012, p.33). IM refers to an inner force.

Extrinsic Motivation. Extrinsic motivation comes from the external one. It means, from outside the person. To Legault (2016) extrinsic motivation refers to behavior that is controlled mainly through external factors (e.g., deadlines, rewards, directives, punishers). In simple words, this EM is caused by several external factors such as money, praise, fame, bonuses, rewards, passing an exam, etc. The latter is a clear example of external motivation for a student. They are motivated by a grade instead of learning. It could be said that extrinsic motivation requires less effort than intrinsic motivation and extrinsic motivation is superior to extrinsic one. However, "the two kinds of motivation may overlap to some degree because

one may be motivated from both an inside source and an outside one at the same time” (Anjomshoa & Sadighi, 2015, p.127).

Consider these two groups of students. One group of student’s study for the test. Group one read the notebook, read books related to the topic, searched on the web. This group of students is aware of what is necessary for their desired career. Instead, group 2 studied for the test because their parents forced them to do it. Both groups’ responses are based on an external factor rather than enjoyment. However, the first group showed autonomy in their learning process instead of someone else's said they had to do it. Not always PjBL enhances students’ motivation since some projects are not interesting for the students. However, projects develop other important aspects such as autonomy, self-confidence, and authenticity, among others (Ryan, et al, 1997).

The Relationship Between Motivation and PjBL

Most of the research related to motivation have shown that students work on a specific task when they have an interest in it and is important to them, here their motivation increase (Hee Sheen, 2018; Walsh, 2010; Beres, 2011). Examining some research on motivation and PjBL, it is found that both affect positively English students. For example, Lam et al, 2009 carried out research on the relationship between teacher and student intrinsic motivation in project-based learning. This research was implemented with 631 program students at the University of Hong Kong. In groups, students chose a project already established. A teacher was assigned to each group and the teacher’s role was to guide them in the development of the project. Questionaries and statistical data were the instruments for analyzing the data.

The researchers found that when a teacher supports the students’ learning their motivation increases since they view the teacher as a guide for acquiring knowledge. Participants felt more comfortable when the teacher accompanied their learning process. Researchers also found that when students have control of the project, they perceive a great

opportunity to work with others and share experiences. Working on projects gives the opportunity to develop various social skills important for life. Finally, an important finding of this research was that when teachers showed a high intrinsic motivation, students tended to be more motivated as well. Apparently, both intrinsic student and teacher motivation keep a strong relationship.

Similarly, it is analyzed the impact of project-based learning on the student's intrinsic motivation in a college-level course. In this study, Ocak, et al (2010), the effect of computer hardware course components prepared for a project-based learning environment on students' intrinsic motivation. According to the results of the study, computer hardware courses based on project-based learning affected positively college students' cognitive engagement and interest in the class. This was due to that the students liked the activities of the program and hence, they felt that learned new things. The research also showed that students were more involved in research on the assigned tasks.

However, there were some problems related to the work team since the distribution of subjects was seen as the reason that negatively affected intrinsic motivation. Researchers suggested being more careful at the time of planning and organization of the projects. The results of this study also indicated that a created learning environment puts pressure on students' efforts to finish projects and leads to developing information exchange more frequently. In conclusion, it can describe a great amount of research on how PjBL motivates students to develop cognitive processes, skills, and knowledge. In short words, the PjBL makes students more active, autonomous, and critical, resolve problems, become collaborative, work on real projects, be rigorous, and move on, among other abilities.

Based on the literature review, it is evidenced meaningful learnings through the PjBL method. Not only develop language skills but it develops other abilities important for the students. Regarding Dewey (1916) cited in Maida, (2011) who is considered as one of the

expertise of PjBL, when students implement their knowledge for solving real situations, students comprehend the lessons, and it is acquired effectively. The same way, he is a pioneer of learning by doing theory. Students are enhanced learning by means of projects. In short, PjBL is a learning method that can help to develop a set of language skills and abilities in English students, as it has been described in the research.

The Importance of Enhancing Motivation in the English Learning Processes

Motivation plays an important role in the English learning processes since it makes students learn with enthusiasm and willingness. To make a clear example, it can compare the engine of a car with the motivation, a car without it does not work. Similarly, it happens in the classroom. Students with motivation is difficult to learn since students' attention could take other ways. Students who have a strong motivation towards learning English are more likely to have a positive attitude and make greater efforts resulting in better grades (Kong, 2009). Definitely. Motivation is an essential factor in English learning so teachers cannot avoid being concerned about it. For that, the author proposes six different ways to motivate students in English learning, but this research just exposes four since involving new and effective techniques and high expectations and using rewards appropriately did not apply to this current research.

Using Various and Interesting Activities. The use of varied and engaging activities is an effective way to foster students' curiosity and intrinsic motivation in English language learning. Unlike other subjects, language learning requires development in listening, speaking, reading, and writing skills through vocabulary, sentence structures, and grammar practice. Combining English with activities like games makes the learning process more interesting and enjoyable for students, maintaining their motivation throughout lessons. In English language learning, games are important because they provide a break for students while still allowing for the practice of language skills. Games are highly motivating as they

are both entertaining and challenging, and they use meaningful and useful language in real contexts. Games also promote cooperation among students. Practical and interesting games such as guessing games, gap fillings, and chain story games are recommended for use in English classes. In addition, in-role play, songs, and summer English camps are effective. Overall, using various and interesting activities in English learning encourages involvement and enhances learning motivation for students.

Create a Relaxed and Positive Learning Climate. Creating a relaxed and positive learning climate is essential for stimulating motivation and achievement in English learning. A friendly atmosphere promotes a sense of security and understanding, which enhances learning motivation. Students need ample practice in speaking English, and implementing rules that provide them with sufficient practice time and make them feel safe from criticism and ridicule for their mistakes is crucial. Teachers should also encourage discussion without the fear of expressing different thoughts. When students make mistakes, teachers should describe them as opportunities for improvement and offer warm comments to motivate students. Before starting class, teachers need to explain the goals of the lesson and why students are learning English to promote a sense of value. Teachers should present challenging tasks that are neither too easy nor too difficult, encouraging a sense of competence and self-efficacy. Providing supportive aids at any moment helps students deal with challenging tasks. All these methods combined create a relaxed and positive learning climate that stimulates intrinsic motivation.

Cooperative Activities. Cooperative activities are an excellent way to stimulate motivation in English learning. These activities can reduce the fear of failure and promote effective communication and information exchange between students. Cooperative activities also encourage students to contribute their ideas and effort and work together to solve problems. Creating a cooperative learning environment is especially useful for higher-level

students to communicate in English. Examples of cooperative activities include group discussions and projects that are complex and challenging. Teachers can best encourage this method by providing timely help and feedback equitably on students' work. Teachers can also ask students to conduct self-assessments of their projects. This will help students remain focused on their learning process and allow them to see their progress. Providing opportunities for self-evaluation will also give students a sense of accomplishment and responsibility for their learning, promoting intrinsic motivation in English learning.

Providing Opportunities for Students to Experience Success. Another way to promote success and motivation in English learning is through setting achievable goals and providing opportunities for students to achieve them. Teachers can set realistic goals for students based on their ability, and then monitor progress and offer support and praise along the way. Teachers can also offer more challenging tasks as students' progress and achieve success, to help them reach higher levels of achievement and motivation. Providing opportunities for students to experience success, setting achievable goals, and offering positive feedback and reinforcement will help to keep students motivated and engaged in English learning. For instance, the teacher can give some minutes to the students for the "I am a teacher today" activity. It provides the students the opportunity to exchange the role of a teacher. They can decide what topic to teach. This way, they experience a successful setting.

Project-Based Learning (PjBL)

The first person who talked about this term was Dewey cited in Maida, (2011). He proposed "learning by doing" but years later Kilpatrick (1925) cited in Retter (2018) took this term and proposed teaching by means of the "project approach" (Grant, 2002.). Some authors affirmed that PjBL is an approach, methodology, model, and purposeful activity, among others (Almulla, 2020; Thuan, 2018). To Thomas, as cited in Aksela & Haatainen (2018), this one "is a model that organizes learning around projects. It is also defined as an

interdisciplinary, student-centered activity with a clearly defined project outcome” (p. 10). Another author states that “PjBL in a practice-based manner is student-centered instruction that occurs over an extended time, during which students select, plan, investigate and produce a product, presentation or performance that answers a real-world question or responds to an authentic challenge” (Holm cited in Habok & Nagy. 2016. p. 1.).

In other words, PjBL is an approach that develops cooperative work, creativity, and problem-solving, among other skills, based on the student's context and needs. Hence, the students take the principal role in their learning, having the opportunity to learn by doing and applying their knowledge to a project. PjBL is based on the constructivism approach since this suggests that students construct their own understanding based on their experiences, context, and interests. As the approach is flexible, it allows them to formulate different solutions until they find the best one (Jumaat et al., 2017). At no time, they use vocabulary isolated to their needs. On the contrary, all the words were based on the students' needs and context, as a result of participating in an authentic experience, students experience higher motivation and engagement.

Project-Based Learning Steps. The first persons to implement a project with three phases were Katz and Chard, 1989. Years later, Katz & Helm (2016) redesigned the project. So, according to Katz & Helm (2016), a project consists of three stages. The first phase is named “*beginning the project*”. This phase consists of selecting the topic with the students through brainstorming. Both students and teachers enlist a pair of familiar or contextual topics. Students propose topics and the teacher evaluates the feasibility of the topic in terms of firsthand resources and experiences. These ones are experiences or situations lived by students who wish to work on them. It is very important to consider the students' lived experiences because it is the only way they can feel real situations so that they participate in

them. Once the topic is chosen, students generate a main question and then they investigate on the web about how to resolve the question.

The second phase is called “*developing the project*”. Here, students can investigate the topic on the web, asking other teachers and parents to get information or ideas on the topic. Likewise, they explore places aimed at presenting the project or other ideas that arise for carrying out the project. It allows the students to stay in touch with the setting and generate multiple skills. All this information is brought to the classroom so that they make decisions about how to resolve the main project question. Although the most of decisions are taken by students, it is important that the teacher helps students address the way they present the information. As students’ making decisions come to a close, the project moves into phase three.

The last phase is “*concluding the project*”. In this phase, students prepare presentations, videos, plays, or any other dynamic that they want to share with the public what they learned through the project. Some visitors can observe students’ work. It is important for students to share their ideas with other people, students, principals, teachers, the community, etc. This is a way of telling the people the significant learnings that students can obtain through the project. This is also a way of inviting more teachers to apply these types of projects to the curriculum.

The Importance of Enhancing Social Skills in English Classes

Nowadays, the teaching and learning processes cannot be oriented as it was done some decades ago. Significantly, these educative processes have changed drastically. It is viewed as a competitive world that gives great steps for the development of humanity (Paschal & Gougou, 2022). With this reality, skills promise to contribute to the development of political, organizational, and economic life. Therefore, the teaching and learning processes help to develop such skills in people. Then, they are in charge of spreading these skills to the

rest of the world. It is needed to discuss the skills due to the apparition of multiple skills when it is mentioned PjBL.

In light of the above-mentioned. This research pretends to develop social skills such as communication, and cooperative work, among others. It means skills that everyone needs in their life. Here, English teachers not just should focus on teaching grammar but helping to English students enhance multiple skills for their personal and academic development (Fandiño, 2013). Likewise, today's world demands that people need to develop skills for helping to build a better world. For that, the English classes are spaces that contribute to the use of language and cultural knowledge as a means for connecting with others.

Social skills provide strategies for facilitating the students' lives. Developing life skills in students will help them understand themselves, asses their abilities and skills, and stages of development. It also helps to get along with others, adjust the setting, and make effective decisions. The main objective of educating the students on abilities is to provide them with various social skills like leadership, communication, teamwork, responsibility, interpersonal and intrapersonal, etc (Sheikh, 2015). Social skills are defined by the World Health Organization (WHO) as “abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life” (1996, p. 72).

Regarding the UNICEF cited in Prajapati, et al' s research (2015) “Social skills are a behavior change or behavior development approach designed to address balance of three areas; Knowledge, Attitude and Skills” (2017, p2). Elliot et al in Rusdiah (2017) defined social skills as learned actions that help people get along with each other and with adults. In simple words, social skills are a group of behaviors, attitudes, competencies, and abilities that develop people for life. Prajapati et al's research (2015, Rusdiah (2017).

Based on the descriptions above, the researcher concluded that social skills are the ability used to interact with others. There are a great number of social skills. The apparition

of social skills depends on people who are communicating, and the message that they want to transmit. It can be said that social skills include the ability to communicate, cooperative work, ask for help, sharing, among others. As it is mentioned before, it depends on the speakers. In light of this, Chang et al, (2009) suggested using PjBL to help students develop social skills. Once the research ends, it will mention what social skills were developed through the project.

Speaking. Speaking is an essential aspect of human interaction and communication, allowing individuals to express their ideas and emotions. Learning how to speak involves the development of complex skills and knowledge on how to effectively communicate. It is considered a crucial part of language learning, with the ability to speak a language being a product that students must master. However, speaking in a foreign language can be challenging for EFL students as it requires the appropriate use of language in social interaction (Rusdiah, 2017). Speakers engage in oral communication to convey information to their listeners, often with the intention of changing their state of knowledge, requesting action, or gaining information. Ultimately, speaking is a means of productive and receptive oral communication between a speaker and listener. The teaching and learning process is a form of communication that occurs within the classroom. It involves communication between the lecturer and students. It can be divided into various elements such as sentences, clauses, phrases, and words (Rai, 2010).

Rusdiah (2017) carried out research on the integration of social skills in teaching speaking to fourth-year undergraduate English language teaching students at Universitas Sulawesi Barat, Indonesia. The research objectives were to identify the social skills and the ways of the lecturer's social skills in teaching speaking. The researcher found eighteen social skills that teachers implemented in teaching speaking either verbal or nonverbal. In verbal communication, it is necessary to say hello when entering class, pray before the start and end

of the lesson, take notes, instruct and encourage students to study, call students' names when talking, answer the reason for the delay of students, give students feedback, ask students to share their most impressive English learning experiences, introduce humor into teaching, tell students about their personal experiences, allows students to receive to have individual group consultation, allows students to call him by his name, asks students how they feel about the lesson and assignments, and uses terms such as "we" and "us" refer to the class.

On the other hand, the researcher found out in nonverbal communication, starting and ending lessons on time, teaching with enthusiasm, observing the class when teaching, observing the class when teaching, using gestures when talking with the whole class, using a variety of voices, smile at the whole class when speaking, dress appropriately, maintain a comfortable posture when speaking in front of class, make eye contact when calling students' names, nod in response to students' responses, close students when lecturing, walking around the classroom, looking at the board or taking notes very rarely when talking to the class and shaking hands with students.

Research Design

Introduction to the Research Design

The present chapter explains the methodological design and the type of approach of this research, which describes its context and participants. An ethical protocol format will show students' corresponding permission, and some paragraphs will show how the data collection instruments are applied. Finally, the reader will find the pedagogical intervention of the project steps that the students carry out.

The Methodological Design

Research Method

This research is framed within the qualitative research. In making use of the qualitative method, it employs inductive thinking or induction reasoning since the observations are moved from specific observations to broader generalizations and theories. The research starts with specific observations and then detects similar patterns in the data. (Woiceshyn & Daellenbach, 2018). In other words, the qualitative method is used during this research for interpreting the findings. Buaraphan (2016) says this method allows the comprehension of the classroom context by analyzing the results since this provides extensive data. Therefore, the researcher assumed that qualitative research is the most appropriate method for detecting which linguistics and social skills emerged from the project. The methodological design responds to a series of moments that gave an approach to the research.

Moment 1. Detect the research problem. During some English classes, the teacher realized that tenth-grade students presented a low motivation in English learning so then the teacher held informal conversations with them to know the reasons. These were described in the rationale of the research problem section. Likewise, the researcher applied a first survey instrument to know more details about the students' motivation and interests.

Moment 2. Search from the pedagogical proposal. The researcher carried out an in-depth investigation on how to enhance the students' motivation toward English learning. It is found that projects are a pedagogical strategy for increasing the students' motivation so then the research is based on PjBL. It is also found that projects follow a set of stages. This research used the three stages established by the Katz and Helm (2016) authors. This was discussed in the theoretical framework section.

Moment 3. Design the instruments. Based on the literature review, the researcher designed two more instruments for data collection. The first instrument was a field note, it was aimed at knowing how the students carried out the project. The second instrument was the interview, it was aimed at examining the student's perception of the project.

Moment 4. Socializing and carrying out the pedagogical proposal the pedagogical proposal. The researcher displayed to the students the stages project that they must follow. In sum, the first stage consists of selecting the topic to work on. The topic is related to the student's interests. The second stage, investigate on the web information related to the topic and in what way the topic can be boarded. The third stage, the students apply the project and show it to the public.

Moment 5. Analysis of the data. The researcher took the third phase of the project and identified the English learning outcome and social skills. For that, the researcher used the field note instrument. Here, the researcher read the description of the third stage and classified in a table the type of sentences more used with their respective examples. Then, the researcher read again, and it detected that each student developed a set of social skills for communicating so then a point was given to each social skill used by the student. The communication social skill took the blue color and was used in all the activities both verbal and nonverbal for giving instructions. The cooperative work skill was assigned the orange color, the students worked in groups to carry out the activities.

The leadership social skill took the yellow color, there, each student made some activities. The use of body language and social skills received a light blue color for the students that used his/her body for nonverbal communication. The giving instructions on social skills were appointed with the green color for the students who explained how to carry out the activity. The expressing feeling social skills received the navy-blue color and were used when the activities used feelings or emotions for expressing. The helping others social skill was assigned with the dark orange color for the students who helped the group participants resolve doubts regarding the activity. Finally, the asking for help social skill took a light brown color and was used for the students who asked the teacher for the pronunciation of any word or something similar.

These were enlisted in a table. Then, the researcher implemented statistical data to determine the percentage of use of each social skill. After that, it was implemented the following standard equation to determine the percentage of use of each social skill.

$$\% = \frac{\text{number of students who used the social skill} \times 100}{\text{number of students in the activity}}$$

% It refers to the percentage use of social skill. The number of students who used the social skill, depends on the students who used the social skill. Then, it is divided by the number of students in the activity, in this case, seven is the number in the activity because all the students (population) were present in the development of the project. This number does not change. Finally, 100 is used to convert the result of the division into a percentage. This mathematical operation was done in the Excel program. It introduces the data in a table and then, it is applied to the standard equation. These percentages were grouped in a chart for a better lecture. Finally, these findings were compared with research cited throughout the current research.

Moment 6. Results and conclusions. The researcher took each objective set and replied to these from the analysis made previously. Then, the researcher concluded the research.

Context of the Research

Population and Sampling Procedures

The present study addressed tenth-grade students at the Jesus Antonio Amezcuita School located at Gaitan, Rioblanco-Tolima. They all come from the rural area. The research was conducted in the academic year 2021. This grade had seven students, two males and five females, and their age range was between 14 and 17 years old. Three English hours per week were established in the English curriculum. On the other hand, the students' names were not shown to maintain their privacy and integrity. A code was designed for each one. The technique applied for selecting the participants was convenience sampling since the teacher employed more English classes with this group than others. They also were chosen because the teacher was the tenth-grade group leader teacher so more English classes were used for the project. Golzar et al, (2022) say that convenience sampling is used by researchers when the target population is based on ease of access.

Researcher's Impact

Firstly, the researcher hopes that the results of this current research help to mitigate the low tenth-grade students' motivation and develop linguistic and social skills. Once the results are available, the researcher hopes that the research impacts positively using the projects to enhance the students' motivation towards English learning. The projects, in addition to promoting motivation, develop linguistic skills, especially speaking skills using types of sentences correctly, and a set of social skills important for the English students' development as well. Lastly, it is invited the English teachers to implement this strategy and modify if it is needed and contribute to enrich the proposal.

Ethical Protocol

Before applying the instruments, it is necessary to clear up some ethical considerations that support this research. Three important considerations for this research came out, (1) the research participants' integrity, it was crucial for the participants since information about them was not shown. A code was set to their names and I.D numbers. As the research participants were minors, their parents signed a consent form allowing them to participate in this research (see appendix A).

Another key consideration was (2) confidentiality of information. Apart from securing their names, their details were important as well. Only the teacher researcher can access the data gathered. The last ethical consideration for this research was (3) the data gathered analysis. It was guaranteed an integral analysis that could not be modified to the interest of the researcher. The teacher is conscious that a wrong interpretation or analysis cannot validate the research. All these aspects played an important role in this research because guarantee the confidentiality and privacy of the participants and information.

Data Collection Instruments

The first instrument applied was the survey. This one consisted of nine open and closed-ended questions related to how they were motivated towards learning English and what benefits they view in it (see appendix E). This one was aimed at knowing more details about the students' motivations for learning English. It was essential for the researcher because helped to find out the research question and design the pedagogical proposal. As Khotimah (2019) stated, surveys are another great tool in the educational field because they help measure the information that teachers need to know about students and their teaching. The survey included partially closed-ended questions in which the respondent was asked to answer possible responses and select one or write in "other"; the latter was needed if the respondent did not find a close answer (see appendix B). In addition, it enriches the replies,

and a better description can be given. In Canals' words (2017), surveys show the participants' preferences or attitudes. So then, this instrument generates reliability for both the participants and researchers. Here, the teacher researcher proposed the application of a project for enhancing the student's motivation towards English learning.

The second instrument was the field note (see Appendix C). It was designed to write down how the students carried out each stage of the project. As the researcher helped to lead the first stage, it was written at the end. The second stage, the students moved to the computer room to get information and asked some teachers as well. As they moved, the researcher wrote all the students' findings and decisions. The last stage, the researcher observed and wrote each detail from the third stage. To Wolfinger (2002) "field notes are the record of work done in the field, they may be taken by hand, or can be computer-generated" (p, 91). In this case, the researcher used by hand.

The last instrument was the interview. It is aimed to know the experiences related to a situation involving the researcher (Datko, 2015). Once the project was finished, it applied to the interview. The interview consisted of five questions related to the difficulty and simplicity of the project, as well as some English learning that they obtained from the project. The interview was opened. It means, the interviewers expressed more outlooks on the development of the project. Based on these perceptions, the researcher provided more findings on how the project enhanced the students' motivation This also light on whether the project helped or not to motivate students to learn English.

Data Analysis and Findings

Introduction

This section describes the strategies of how to analyze the gathered information. As the data collection section mentions, three instruments were applied to collect findings, so each instrument will list the methods used for the respective analysis. The first instrument for analysis was the survey, followed by the field note and, finally, the interview.

Data Management Procedures

From an educational view. The gathered information results of this current research are intended to give to know how a pedagogical proposal for enhancing the students' motivation toward English learning. The results of the survey gave us to know that the students found out the importance of learning English for life. They are aware that learning English is very beneficial because helps them to get a good job, study at the university, travel to another country, communicate with native and foreign people, listen to music, and read English books. In other words, these benefits motivate them to learn English. Some of them said that they did not use it daily because they did not view the need to use it in that context. However, they would like to master this language for the benefits mentioned.

Now, it is described the development of the project. For that, it is implemented the field note instrument. The first phase, the teacher came in the classroom and greeted the students. After students replied to the greetings and talked about the students' activities done before the day. The teacher told the students that the topic was different for the English class. Teacher asked students “¿Que temas les gustaría abordar en la clase de inglés? < What topic would you like to work on in the English classes?> ¿ Que problemática escolar consideran importante indagar y darle solución desde el inglés? < What scholar problems do you consider important to work on and give a solution from the English classes?> Students brainstormed about problems that were affecting the school community or them.

After a couple of hours, they exposed their different opinions. The teacher wrote on the board the students' possible topics. Some of them said that the dumped waste, too many papers on the floor, the library, the lack of communication, and the school transport and food, among others. After that, students took each problem and predicted possible solutions. The teacher suggested choosing an issue they felt comfortable and motivated to work on. They agreed to work on the lack of communication. At the beginning, they decided to work on the topic with their parents, but the students said that their parents were very busy doing chores, so they decided to work it with students. They affirmed having some ideas for working on the topic and at the same time teaching English. The teacher suggested looking for information on the web and then discussing the gathered information.

The second phase, students investigated on the web, how to improve good communication with students and asked other teachers on the topic as well to obtain more information. After that, students talked about the collected information. Some ideas mentioned were using formal language, listening to the other person actively, choosing the correct moment and place, and being polite, among others. They found out that a way of enhancing good communication is through recreational activities, so they decided to design three sessions with a student group (it is described in the third stage). They chose the sixth grade because they felt more comfortable. They obtained the teacher's approval. The researcher gave a different name for the sixth-grade students, the participant group, and the tenth-grade students, mini teachers (MNs). As the tenth grade had seven students, a student's code was assigned MN1, MN2, MN3, MN4, MN5, MN6, MN7. It is aimed to guarantee the confidentiality and privacy of students.

The third stage, they passed to each grade and invited them to watch in the playground what they had planned to do.

First Session

Warm-Up. MN1, 2, and 4 lead a warm-up activity asking the participant group to stand up and made a circle. They also made these commands with mimics so that the group recognized words in English. These mini teachers said “I say” head and the whole group had to touch their head and so on with the words of the shoulders, knee, neck, legs, nose, belly, eyes, and hair. The participant group paid close attention because these two MNs pronounced these words faster and faster. The magic word was “I say” If MN1, 2, or 4 did not say this first magic word, the participant group did not continue developing the activity. MN4 said that the activity was aimed at activating them for the rest of the activities.

Introducing Myself. After that, MN3 and MN4 introduced themselves using flashcards as a guideline so that the group realized how each participant group had to do it. To start, MN3 held an example with his information. My name is Kevin. I am 16 years old, and I like playing soccer. Then, he asked each participant group to introduce themselves. May you introduce yourself, please? Here, MN5 and MN6 were close to each participant and repeated the phrase since most students were nervous. Once the student introduced himself, he received compliments like excellent, very good, perfect, or fantastic words.

Free Time. After finishing the activity, MN1 and 5 showed four images and words related to hobbies and sports. The first image showed was soccer sport, the second one was a basketball sport, the third one was a chatting hobby and the last one was listening to music hobby. Then, each participant chose his preference. Before starting, MN5 made an example. “I like playing soccer,” MN1 said “I like chatting”. Both MNs used their hands for making the mimic of playing soccer and chatting.

El Pañuelo <Handkerchief>. The last activity was about a traditional game called “el pañuelo<handkerchief>”. MN6 and 7 explained the activity. The game consisted in making two groups. To do it, each student said a number from one to two. Once the groups

were settled. Each student in the group was to assume a color. The same dynamic for the other group. The colors used for this activity were blue, red, yellow, purple, and grey. MN6 said the color black and students that assumed this color ran until the center of the classroom and circle el pañuelo <handkerchief>. Then, MN6 said blue, and students that assumed this color ran until the center of the classroom and circled the students and el pañuelo <handkerchief> and so forth with the other colors.

The first person who grabbed el pañuelo <handkerchief> was the winner. After, the other MN7 took the turn and started the sports category. This time each student in each group assumed a sport or hobby. These were soccer, volleyball, basketball, chatting online, and listening to music. The same game dynamic was implemented for this category. MN5 helped with the numbers category and MN2 helped with the parts of the body category. Finally, the session finished by asking the whole group, how did you feel? Most of the participants mentioned that they liked the class because they recalled vocabulary while they played.

Second Session

Recalling. The second session consisted of recalling some vocabulary worked on in the last session. The MN1 and 2 wrote in a flashcard “How do you say _____ in English” and “What does _____ mean” statements for recalling vocabulary. They asked “How do you say cuello in English? How do you say pararse in English? What does blue mean? What does listen to music mean? The MN 4 and 7 helped to make some questions as well. For instance, how do you say Azul in English? What does head mean? What does ten means?”

Voiceless. The MN3 and 4 lead activity two. This one was to write with the finger on the student’ back a word worked in the last session, then this student was to do the same with the other partner until to get at the first of the row. He or she wrote the word on the board. In this case, the word was hair. The words implemented for this activity were: listen, soccer, and

eyes. The MN 3 asked for some help due to the MN 5, 6, and 7 so they paid close attention to each group participant and did not any cheating since the activity was without speaking.

Emotions or Feelings. To conclude the session, the last activity was led by MN5, 6, and 7 but MN6 gave the activity instructions. The participant group was asked about vocabulary about emotions and feelings. To carry out these questions, they used how do you say _____ in English? MN5 asked how do you say Feliz <happy> in English? The participant group answered happy. MN6 asked them, how do you say triste in English? They replied sad. The MN7 asked them, how do you say bravo in English? Both examples MN7 made faces. They did not answer so MN2 explained that such word came from a movie. MN2 wrote on the board “bird”. The participant group realized and said angry birds.

Then, they had to mention one of these in a situation either comfortable or uncomfortable followed by a change if it is needed. This activity was held through the English and Spanish statements since it was easier for students to take into account only the middle of the English sentence instead of the whole sentence. Example: “I am happy” cuando yo paso un examen <when I pass an exam>. Yo siento esto <I feel it> “in my chest”. As well, they were asked in which part of their body they felt that feeling or emotion. This was at aiming of canalizing the emotion or feeling. MN5 said “I am angry” cuando las personas roban <when people steal>. “Yo siento esto en todo mi cuerpo” <I feel this in all my body>, but MN5 did not know how to say en todo mi Cuerpo <in all my body> so he asked the teacher, how to say it.

So, he said, I am angry cuando las personas roban <when people steal>. Yo siento esto <I feel this> in all my body. As well, the MN6 asked for some help with the Garganta <throat> word. The teacher helped him. The sentence was, I am sad cuando yo pierdo un examen y yo siento esto < when I lost an exam and I feel this> in my throat. After that, each participant group held the activity. The participant group used happy, sad, bored, sad, shy,

and angry words. Regarding what part of the body, they felt this emotion. They used the head, throat, chest, face, whole body, ears, and hands. The MN6 made the shy mimic because the participant group did not know the meaning. The session finished by asking the whole group about how they seemed the activities. The last session was about three activities.

Third Session

Mimic. MN1 explained the activity. The first one consisted of writing action verbs. For that, the mimic was implemented so that they guessed the word in English. MN1 made the walk mimic. The participant group said the word in Spanish. However, they were to write it in English, so they looked up in the dictionary and wrote it on the board. MN2 did another mimic, it was “eat”. They guessed this word easily and was written without any help. Another word for guessing was “fly”. This one was done by the MN3. They looked up in the dictionary and wrote it on the board. Verbs used for this activity were cut, read, open and close.

Wordsearch. MN4 explained the second activity, it was a word search game where participant groups divided themselves into five groups. Therefore, MN1, 2, 3, 5, and 7 led one of these. The MN4 stated a word used in the three sessions and the participant group was to look up them in the crossword. The words were grey, basketball, happy, angry, blue, red, head, chest, legs and walk. Each word was repeated twice so that students could find them in the word search. It was a great and exciting activity because all the participant groups worked in teams to find the words.

Balloon. The last one finished with the pass the balloon game. MN5 asked the participant group to do two rows with the same number of students for each one. Three categories were settled for this last activity, which were verbs, colors, and sports/hobbies. The first category was verbs for both groups. Each student passed the balloon to the next partner with their arms. The first group mentioned eat, open, fly, eat, close, read, cut, open,

and eat. The other group mentioned, eat, read, open, close, eat, read, cut. The other category, colors, was led by MN6.

The first group said: red, yellow, green, pink, grey, blue, and black; the other group said: yellow, blue, pink, purple, green, blue, black, and red. The last category was sports/hobbies led by MN7, the first group mentioned soccer, basketball, listening to music, volleyball, chatting online, football, listening to music, and chatting. Another group said football, soccer, chatting online, basketball, volleyball, soccer, listening to music, and soccer. MN3 was paying close attention to each participant's pronunciation. Thus, the three sessions finished successfully.

The field note instrument was used for obtaining the students' English learning outcomes and social skills developed during the project. Regarding the first, the researcher took the description of the third stage and analyzed what linguistics skills emerged from this stage. It was taken into account the repetitive patterns. These were enlisted and classified in a table. As it is showed in table 1.

Table 1

Linguistic skills emerged from the third stage

| Types of sentences | Examples |
|--------------------|--|
| Declarative | My name is Kevin. I am 16 years old, and I like playing soccer. I like playing soccer. I like chatting I am happy when I pass an exam, I feel it in my chest. I am angry when people steal, I feel this in all my body. I am sad when I lost an exam, I feel this in my throat. |
| Interrogative | May you introduce yourself, please? |

How did you feel?
 How do you say Feliz <happy> in English?
 How do you say triste in English?
 How do you say bravo in English?
 How do you say en todo mi cuerpo?
 How do you say garganta in English?
 How do you say Azul in English?
 What does blue mean?
 How do you say cuello in English
 How do you say pararse in English?
 What does listen to music mean?
 What does head mean?
 What does ten mean?

| | |
|-------------|--|
| Imperative | I say” head, and the whole group had to touch their head and so on with the words of the shoulders, knee, neck, legs, nose, belly, eyes, and hair. |
| Exclamation | Once the student introduced himself, he received compliments like excellent, very good, and perfect. |

Note. Describing the types of sentences from the third stage (author).

Table 1 shows the correct use of the sentences for communicating with other people. It is also showed the different types of sentences implemented by the students for the development of the project. The researcher Rusdiah (2017) corroborated the said before in his research. He said that at the time of communication, people view the necessity of making sentences. The type of sentences depends on the speaker since these can be interrogatives, declaratives, exclamative or imperatives. Similarly, Pinzon (2014) affirmed that the projects

made the students develop their speaking skills. As they shared their project, they used the speaking skill. This shows that projects help students to develop skills, in this case, the speaking skill. It means that through projects students develop the speaking skill.

Table 2

Social skills emerged from the session 1

| Participant ID | Warm-up | | | Introducing myself | | | | | Free time | | | | | El pañuelo | | | | | | | | | | |
|----------------|---------|---|---|--------------------|---|---|---|---|-----------|---|---|---|---|------------|---|---|---|---|---|---|---|---|---|---|
| MN1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| MN2 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 |
| MN3 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| MN4 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| MN5 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 |
| MN7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 |

Note. Quantifying the social skills in session 1 (author).

Table 2 shows that the MNs held four activities. The first activity received the warm-up name. There, MN1, 2, and 4 used communication, cooperative work, leadership, use of body language, and giving instructions so then a point was given to them. The introducing myself activity, MN 3, 4, 5, and 6 used communication, cooperative work, giving instructions, and helping others. They received a point. MN3 and 4 used the leadership social skills so then a point was given as well. The free time activities MN1 and 5 used the communication, cooperative work, leadership, and giving instruction social skills, and a point was given to them. Lastly, the pañuelo<handkerchief> activity, MN2, 5, 6, and 7 used the communication and cooperative work, leadership social skills. MN2 also used the body of

language. MN6 and 7 used the giving instructions social skill. All of them received a point by each social skill used.

Table 3

Social skills emerged from the session 2

| Participants ID | Recalling | | | | | Voiceless | | | | | Emotions or feelings | | | | | | | | | |
|-----------------|-----------|---|---|---|---|-----------|---|---|---|---|----------------------|---|---|---|---|---|---|---|---|---|
| MN1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| MN2 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 |
| MN3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 |
| MN4 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 |
| MN5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 |
| MN6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 |
| MN7 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 |

Note. Quantifying the social skills in session 2 (author).

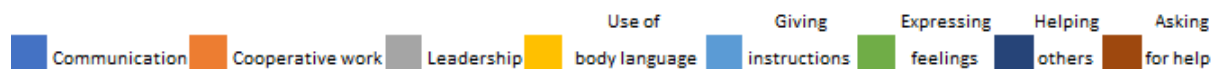
Table 3 shows that in the second session, the students held three activities. The first activity was recalling, MN1, 2, 4, and 7 obtained a point because they used communication, cooperation, leadership, and use of body skills. MN1 and 2 the giving instructions on social skills so then a point was given as well. The second activity was voiceless, this one MN3, 4, 5, 6, and 7 used communication and cooperative work social skills, and they received a point. MN3 and 4 developed the use of body language, leadership giving instructions, and helping others with social skills, and a point was obtained. MN5, 6, and 7 use the helping others social skills so then a point is given as well. Finally, the last activity received the emotions or feelings name. For that, MN2, 5, 6, and 7 used communication and cooperative work social skills. MN2 used the helping others social skill and received a point. MN5, 6, and 7 used the leadership, body language, and expressing feelings and social skills. MN6 used the giving

instruction social skills so then a point was marked. MN2, 5, and 6 practiced the use of body language social skills and MN6 used the asking for help social skills. Each student marked a point.

Table 4

Social skills emerged from the session 3

| Participants ID | Mimic | | | | Word search | | | | Balloon | | | | | | | |
|-----------------|-------|---|---|---|-------------|---|---|---|---------|---|---|---|---|---|---|---|
| MN1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| MN2 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| MN3 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 |
| MN4 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 |
| MN5 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 |
| MN6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 |
| MN7 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 |



Note. Quantifying the social skills in session 3 (author).

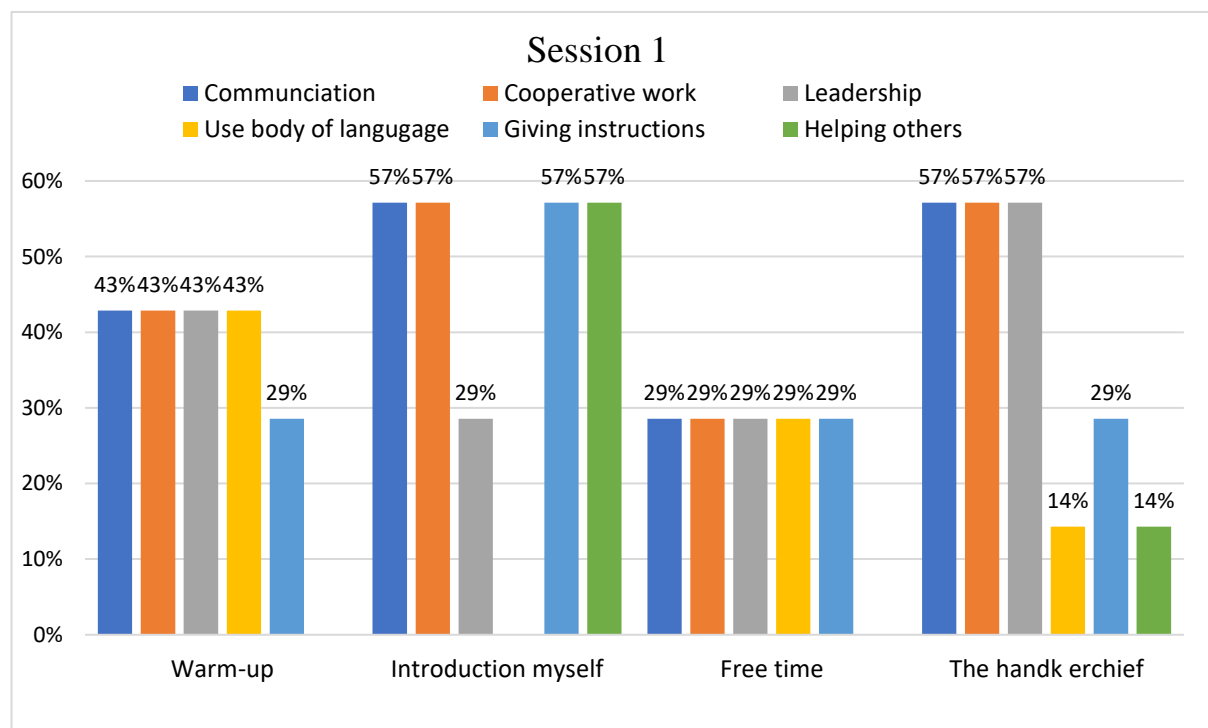
Table 4 shows the students carried out three activities for the session 3. The first mimic activity, MN 1, 2, and 3 used communication, cooperative work, leadership, and body of language, each one received a point. MN1 also used the giving instruction social skills. The second activity was word search, MN1, 2, 3, 4, 5, and 7 used communication, cooperative work, leadership, and helping other social skills, each one received a point as well. MN4 used the giving instruction social skill so then a point was marked. Finally, the balloon activity, MN3, 5, 6 and 7 used the communication, cooperative work, leadership, and helping others social skills and received a point. MN5 and 7 used body language and a point

was given as well. MN5, 6 and 7 used the giving instructions so then a point was given to them.

Based on the table 2, 3 and 4 show that the projects also of enhancing the students' motivation and linguistic skills, develop social skills. The current research found nine social skills that students developed such as communication, cooperative work, leadership, use of body language, giving instructions, helping others, expressing feelings, helping others, and asking for help. Some of them were more used than others. It depended on the activity that each one used for transmitting the idea. Similarly occurred in Rusdiah's (2017) research, in which eighteen social skills were found by integrating into a teaching speaking class. This also affirms that different social skills are developed in relation to other people (Prajapati et al, 2015; Rusdiah, 2017).

Figure 1

The comparative chart between social skills

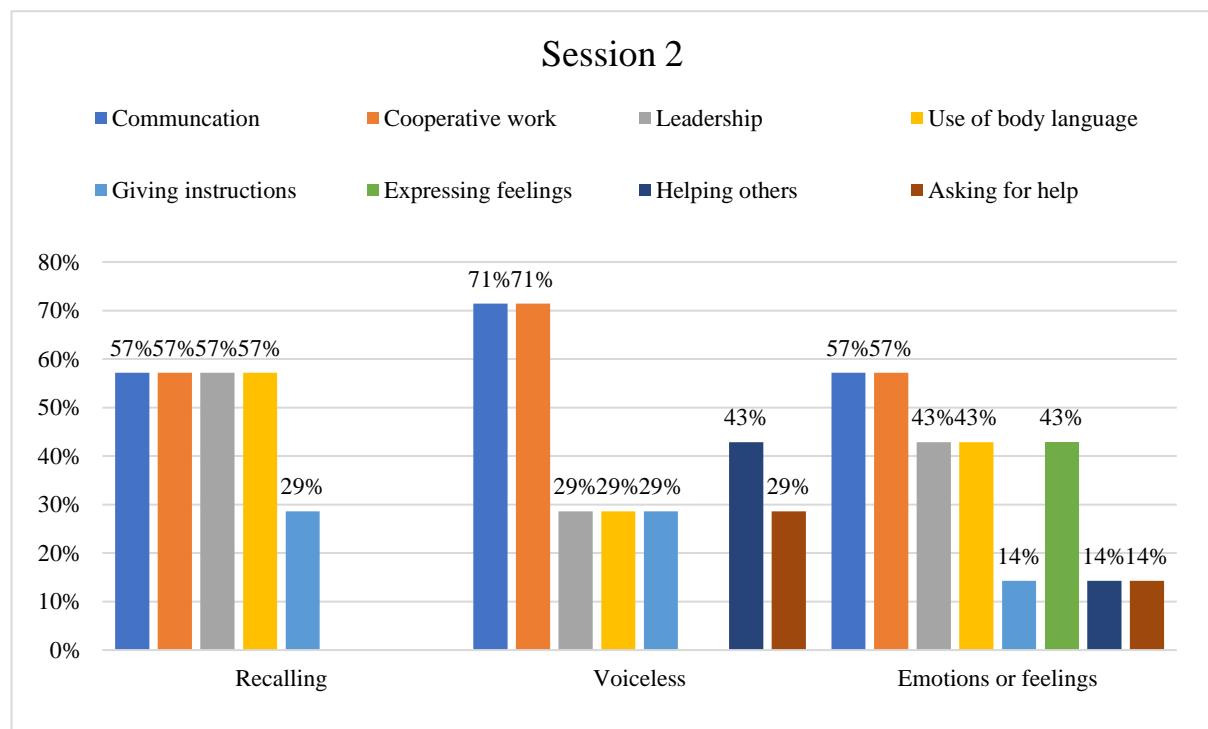


Note. Figure 1 shows the percentage of development of social skills during session 1 (own construction)

Figure 1 shows that the social skills more developed during the first session were communication, cooperative work, giving instructions, leadership, and helping others with 57% since shown a great percentage of using during all the activities and were more developed by the students. Whilst use of body language appeared with 43% of using.

Figure 2

Comparative chart between social skills

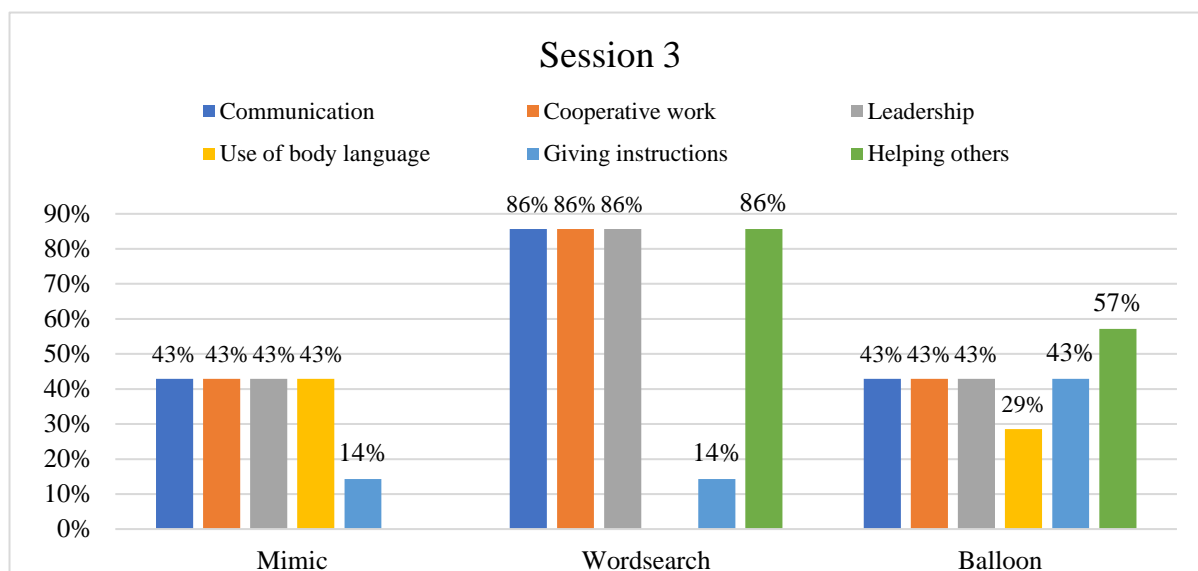


Note. Figure 2 shows the percentage of development of social skills during session 2 (own construction).

Figure 2 contains the social skills more developed during session 2. These were the communication and cooperative work with 71% of using. Both social skills were present in each activity held by the students. Followed by leadership and use of body language with 57% of using. Similarly, both were used in all the activities. Then, helping others and expressing feelings appeared with 43% of using. The first one appeared in two activities whereas that the second just appeared in an activity. Giving instructions showed 29% of using and finally, asking for help obtained 14% of using.

Figure 3

Comparative chart between social skills



Note. Figure 3 shows the percentage of development of social skills during session 3 (own construction).

Figure 3 shows that the social skills more developed during the third session were communication, cooperative work, leadership, and helping others with 86%. Although the helping others social skills were used in two activities, most of the students developed this social skill. Followed by the use of body language and giving instructions with 43% of using.

The third instrument applied was the interview, which was an open-ended interview (see appendix G) held with seven students, who applied a project for their own English learning. The interview corresponded to how they felt about the project, what aspects were easy or difficult, and what students thought about learning English after having held the project. As illustrated by exemplified excerpts in their original version without editing, this was what students said about the project.

The first, third, and fourth questions refer to the students' perceptions of the project. Suppose this one was easy or difficult. To respect, some students said:

“Me pareció sencillo porque nos entendimos muy bien con los niños e hicimos dinámicas muy agradables” “I thought it was simple because we understood very well with the children and did activities very nice”. (excerpt from the interview - MN 1).

“Muy bueno me pareció porque pudimos trabajar en equipo. Sin embargo, la comunicación con los niños a ratos fue difícil”. “I thought it was very good since we could work as a team. However, communication with the children was difficult at times”. (Excerpt from the interview - MN 7).

“El proyecto fue complicado para mí porque algunas cosas no las tenía clara, como las actividades a realizar. Me costó mucho trabajo”. “The project was complicated for me because some stuff was not clear, like the activities at doing. I spent too much time”. (Excerpt from the interview - MN 6).

“Me pareció muy bueno el proyecto. Me gusto porque uno aprende así más”. “I thought very well the project”. “I liked it because one learns like that more”. (Excerpt from the interview – MN 5).

“Me pareció muy sencillo, didácticamente aprendemos más, pero lo más complicado fue pensar en que actividades ponerles”. “I thought it was very simple. Didactically, we learn more, but the most complicated was thinking about which activities to make with them”. (Excerpt from the interview – MN 4).

“Me pareció fácil la comunicación con los estudiantes, y como nos respondían también, nos divertimos arto”. “I thought it was easy the communication with the students and as they replied as well, we had fun a lot”. (Excerpt from the interview – MN 3).

About question two, which corresponds to what was the most liked or enjoyed of the project? The most definitive answers were:

“Me gusto que tome el rol de profesor y aprendí cosas de los niños”. “I liked that I took the teacher’s role and learnt things about the children.” (Excerpt from the interview – MN 3)

“Lo que más me gusto fue que a partir de un proyecto uno aprende inglés. Otra forma de aprender inglés fue interesante la experiencia. “What I most liked was that from a project, one learns English”. (Excerpt from the interview – MN 4).

Me gusto que uno se pone a prueba sus propias habilidades”. “I liked that one put your own skills to the test”. (Excerpt from the interview – MN 5).

“Fue interesante ver como a partir de una pregunta o problema se pudo unir con el inglés”. “It was interesting to see from a question or problem, how English can be linked”. (Excerpt from the interview – MN 1).

“La verdad no sabía que se podía aprender inglés a través de un proyecto o de algún problema del entorno”. “Actually, I didn't know that I could learn English through a project or problem”. (Excerpt from the interview – MN2 and 6).

“Compartir experiencias y conocimientos fue lo que más me gusto. Sharing experiences and knowledge was the most I liked. (Excerpt from the interview – MN 7).

The last question was about what students think about learning English after having held the project. They replied to the following:

“Aprender inglés es muy importante para la vida cotidiana”. “Learning English is very important for the daily life” (excerpt from the interview – MN 3).

“Quiero aprender inglés para cuando me vaya de Colombia”. “I want to learn English for when I leave Colombia. (Excerpt from the interview – MN 4).

“Me di cuenta de que a través del inglés uno se puede comunicar”. “I realized that through the English, one can communicate”. (Excerpt from the interview – MN 5).

“Es muy bueno aprender inglés porque definitivamente es muy importante para nuestra vida personal y profesional”. “It is very good to learn English because definitively, it is very important for our personal and professional life” (Excerpt from the interview – MN 1).

“Que es muy importante para nuestra vida, nos va a servir para nuestras carreras profesionales. “It is very important for our life, English works for our professional careers. (Excerpt from the interview – MN 7).

“Aprender inglés nos va a brindar oportunidades más adelante”. “Learning English will give us opportunities later”. (Excerpt from the interview – MN 6).

“Saber ingles nos brinda muchas oportunidades, viajar a otro país, tener empleo y conocer otros países”. “Knowing English will give us too many opportunities like travelling to another country, having an employed and knowing other countries” (Excerpt from the interview – MN 2).

Categories

As a result of the data analysis mentioned above three categories were identified, (1) Ways of Enhancing Students’ Motivation, (2) Developing Linguistic Skills and (3) Emerging Social Skills. The first category Ways of Enhancing Students’ Motivation resulted from the interview. This category gave two subcategories called (1.1) Pleasant Environments for English Learning, (1,2) Taking Roles for Enhancing Motivation, (1.3) Combining English with Games. The second category, Developing Language Skills arose a subcategory called (2.1) Speaking Skill. The third category, Emerging Social Skills appeared eight subcategories such as (3.1) Communication, (3.2) Cooperative Work, (3.3) Leadership, (3.4) Giving Instructions, (3.5) Expressing Feelings, (3.6) Helping Others, (3.7) Asking for Help and (3.8) use of body language. The last two categories were resulted from the field note instrument. (See appendix H).

Discussion of Categories

Ways of Enhancing the Students' Motivation

Undoubtedly, the motivation plays an important role in the English learning (Hee Sheen, 2018). Motivate students is one of the more complex things that teachers should effort in their pedagogical practices because if learning English is taught from the translating activities, surely the English classes become boring and the English learning will not take the correct importance or will not transcend the students' life, and they will follow viewing the English like a more subject matter. Here, the teacher takes an important role as well because as Walsh, 2010 said the teacher is in charge of showing the students the importance of acquiring a new language and bring the classes different ways, methodologies, strategies for enhancing and keeping the students' motivation. Now, it is described some ways of enhancing the students' motivation that the researcher found out during the research. From there, it is born the three subcategories.

Pleasant Environments for English Learning. Ullah et al, 2013 manifest that creating an enjoyable learning environment is imperative for effective learning. Today's classroom is not the only place where students learn. They look for a learning environment that is specifically designed to assist thinking but still not being as antiquated as traditional classrooms. This was shown when the students search for information on the web, asked other teachers, and shared their experiences, beliefs, and knowledge for carrying out the project. "Compartir experiencias y conocimientos fue lo que más me gusto. Sharing experiences and knowledge was the most I liked. (Excerpt from the interview – MN 7). They want to be a part of an effective learning environment in which the teacher gives them supportive aids at any moment (Kong, 2009). This positive climate makes the students enhance their understanding and motivation.

Taking roles for Enhancing Motivation. A way of enhancing students' motivation is giving them the chance to experience success in different scenarios. It happened when the tenth-grade students from the Jesus Antonio Amezcuita school took the teacher's role for a couple of hours and developed activities in English with another grade. Kong, (2009) asserted when he said that students can be teachers for a while and change roles as a sense of success. "Me gusto que tome el rol de profesor y aprendí cosas de los niños". "I liked that I took the teacher's role and learned things about the children." (Excerpt from the interview – MN 3). This type of strategy can work as a way for students to acquire knowledge and develop linguistic skills.

Combining English with Games. There is no doubt that teenagers like games since increase their motivation and engagement (Bendo et al, 2019). It was demonstrated when they viewed the possibility of creating activities for good communication, and problems that they wanted to work on, so they combined games in English. Some students said "Me pareció sencillo porque nos entendimos muy bien con los niños e hicimos dinámicas muy agradables" "I thought it was simple because we understood very well with the children and did activities very nice". (excerpt from the interview - MN 1). "Me pareció fácil la comunicación con los estudiantes, y como nos respondían también, nos divertimos arto". "I thought it was easy to communicate with the students and as they replied as well, we had fun a lot". (Excerpt from the interview – MN 3). For that, teachers should incorporate games in their English classes to create a motivation setting.

Developing Linguistic Skills

Language development is crucial because language is made up of a set of social norms that demonstrate a grasp of the meanings behind words, the ability to put words together to form sentences to communicate, and the ability to understand instructions, commands, and other people's information. There are different ways of developing linguistic

skills but in this case, students had the possibility of developing language skills through projects. In this case, the students applied a project and developed their speaking skills, the learning outcomes will depend on the project's objectives. The same way, it is confirmed Dewey's theory (1996) at saying that people learn by doing. It is not possible the English learning if students do not practice the language. The current research achieved to develop speaking skill. The following subcategory was born from there.

Speaking Skill. One of the oral abilities that is extremely important to human contact and communication is speaking. It is needed to communicate to express our thoughts, feelings, and ideas (Rai, 2010). The researcher found out that the pedagogical intervention, in this case, the project for enhancing the students' motivation. In addition to this, the students were able to express their ideas by means of declarative, interrogative, demonstrative, and exclamatory sentences as Table 1 shows. According to Stovall cited in Rusdiah, (2017), speaking skill is viewed as a key component of the language learners' participation. Affandi & Sukyadi's research (2016) found that although the students were familiar with the project methodology for enhancing their writing skills already, they manifested progress related to it. On the other hand, Pinzon's research, (2014) confirmed that PjBL is a tool that develops the speaking skill.

Emerging Social Skills

Social skills are born due to the interaction among people (Prajapati, et al, 2015; Rusdiah, 2017). These social skills are important to develop them at an early age because enable to foster and maintain meaningful relationships with people. Thanks to the development of these we can have a good relationship in any aspect of our life. For this reason, this category emerged because the students showed a strong interaction with each other while developing the project. Now, it is explained on which and how the social skill emerged.

Communication. The students communicated with each other all the time either verbal or nonverbal. Here, they developed speaking skills.

Cooperative work. This was shown when the students exposed their different perspective, ideas, or thought for setting the scholar problem, activities, and the way they worked the project. The third part of the project, they created three sessions. Each session was worked by the seven MNs, but in some activities made groups that led an activity. The rest of the MNs were paying attention in case the other partners needed some help.

Leadership. As it is said above, each MN had the possibility of leathering one or two activities.

Use of Body Language. This skill emerged in different moments. It was used when they carried out the mimic activity, which consisted in using the body for transmitting the message. Another moment was used to complement the idea. For example, the MN named some parts of the body so then he/she pointed with the finger to this part.

Giving Instruction. This skill arises at the beginning of each activity and is linked with the communication skill because most of the instructions were given by means of communication.

Expressing Feelings. It is set some situations for knowing what feelings or emotions felt about it. Here, it is practiced the feelings vocabulary was practiced.

Ask for Help. This skill was developed because some MNs needed help either by forgetting the word or needed some of their partners so that he/she watched the groups.

Helping others. This skill was evidenced when the MNs intervened with the participant group to help them to develop the activity. Some MNs neared a participant and said the correct answer to cheer him up.

Discussions and Conclusions

Introduction

This chapter presents the results obtained from the findings and the implications are described to contrast other studies related to this. Also, some limitations that the research could not control during this research. Likewise, the research makes some recommendations for further research and finally, this study is concluded.

Significance of the Results

The findings are reported from the specific objectives: to identify students' current motivation level towards English language learning, to implement a pedagogical intervention to enhance the students' motivation to learn English, to describe the skills developed, to examine students' perceptions of their motivation to learn English after the pedagogical intervention.

To Identify Students' Current Motivation Level Towards English Language Learning

Before applying the project, a survey was implemented to know the students' motivation level regarding English learning so then this instrument arose that all the students were motivated to learn English. They stated that they did not agree with only translation activities. Moreover, they were aware of the importance of learning English because they consider that mastering this language would get many opportunities in their life. They mentioned getting a good job, traveling to another country, and getting into a quality university (see appendix E). Here, it is evidenced that the students have extrinsic motivation since they consider important to learn English for life, although they do not like too much learning English at all. As Anjomshoa & Sadighi, 2015 said, some learnings are not interesting for students. However, they view the necessity of learning them because are useful throughout life.

It is important to mention that they manifested in some English classes are not motivated to learn English because for them to learn English was a synonym of translating words and they felt that did not learn at all so then classes were boring. For that reason, this current research was carried out to present to them another way of learning English and so they feel motivated toward it, without detracting the traditional method since this one can work in some cases. The main reasons were described in the research problem section. It is also significant to present different ways of learning English since it motivates the learners to view English from different perspectives. Mustafa et al, 2018; Espinar et al, 2015; Quoc & Ngoc, 2020 affirmed the same statement. The researchers stated that the best way of learning English is in context because the learnings are put into practice. To sum up, it is known that students were bored with the traditional methods implemented by the before teacher. However, they were aware that mastering the English language brings benefits to their life, as the surveys showed before applying the project.

To implement a Pedagogical Intervention to Enhance the Students' Motivation to Learn English

Summing up a little and bearing in mind the tenth-grade students' low motivation toward learning English at the Jesus Antonio Amezcua school, the researcher wanted to implement a different strategy for the English classes. It is made some search on the web, and it is found out that projects are useful pedagogical tools for enhancing the student's motivation (Lam et al, 2009; Ocak, et al, 2010). In addition to this, it is found that projects help to develop the student's knowledge, skills, and cognitive processes, among other skills (Affandi & Sukyadi, 2016; Pinzon, 2014; Cabuk & Haktanir, 2010). Therefore, the researcher implemented a project like a pedagogical intervention to enhance the students' motivation. It was not necessary to design the project steps since they were established already by Katz and Helm (2016). The first phase consisted of finding out an issue. Students decided to work on

the communication in the school. The second phase students searched for information on how to resolve the problem and also asked some teachers ideas on how to strengthen the communication in the school. Based on the students' collected information, they made the decision to design activities to promote good communication and at the same time, these activities were taught English. The students viewed the necessity of recalling such English learnings as the Table 1 shows. The third phase consisted in showing the project to the public. This case, the students applied the activities designed with the sixth grade and were presented in the playground so that all the school knew the project.

Here, it was shown what Kong, 2009 said related to the different ways of enhancing the student's motivation. He recommended that some ways of enhancing the students' motivation is allowing them to experiment in an enjoyable setting different from the classroom. Besides, the teacher provides the students' confident environment and understanding, this is another way of enhancing the student's motivation as well. In the same way, he recommended providing the students the opportunity to take the teacher's role for a while so that they experiment with successful settings. They took the role and became MNs during the application of the activities and it is evidenced that the students used the game for carrying out them. It is cleared that the students prefer fun activities for learning English. The cooperative activities played an important role as well because they promoted the communication in English, generated ideas, found and resolved problems, reduced fears, and generated self-confidence. From this perspective, it can be said that projects really enhance the students' motivation towards English learning.

Regarding linguistic skills, it was evidenced some progress in speaking skills, as it is showed in table 1. Based on these results it can be said that the students learned to use the different types of sentences like statements, questions, exclamations, and exclamatory. It is worth mentioning that the results can be different in case of applying the same project to

other groups due to the problem to resolve. Each issue is different. Similar research found that the use of projects develops linguistic skills (Pinzon, 2014; Affandi & Sukyadi, 2016; Cabuk & Haktanir, 2010). Here, Dewey's (1916) theory is confirmed "learning by doing". Years later, Kilpatrick's (1925) theory was confirmed as well. He proposed to apply projects for the teaching and learning processes.

Another learning to stand out was the vocabulary learned in the project. It is one of the most valuable aspects when learning another language since students can make sentences. As they are more exposed to the input, they are more engaged. Learning vocabulary is knowing the meaning of words and applying them in appropriate contexts. For example, the Cabuk & Haktanir's research (2010) showed that at employing projects students increase their English vocabulary so then they supported the use of projects as a strategy for learning English vocabulary in context. Teachers should use strategies that teach the meaning of words in context so that the knowledge is meaningful. When the learning is significant, students can recognize its worth.

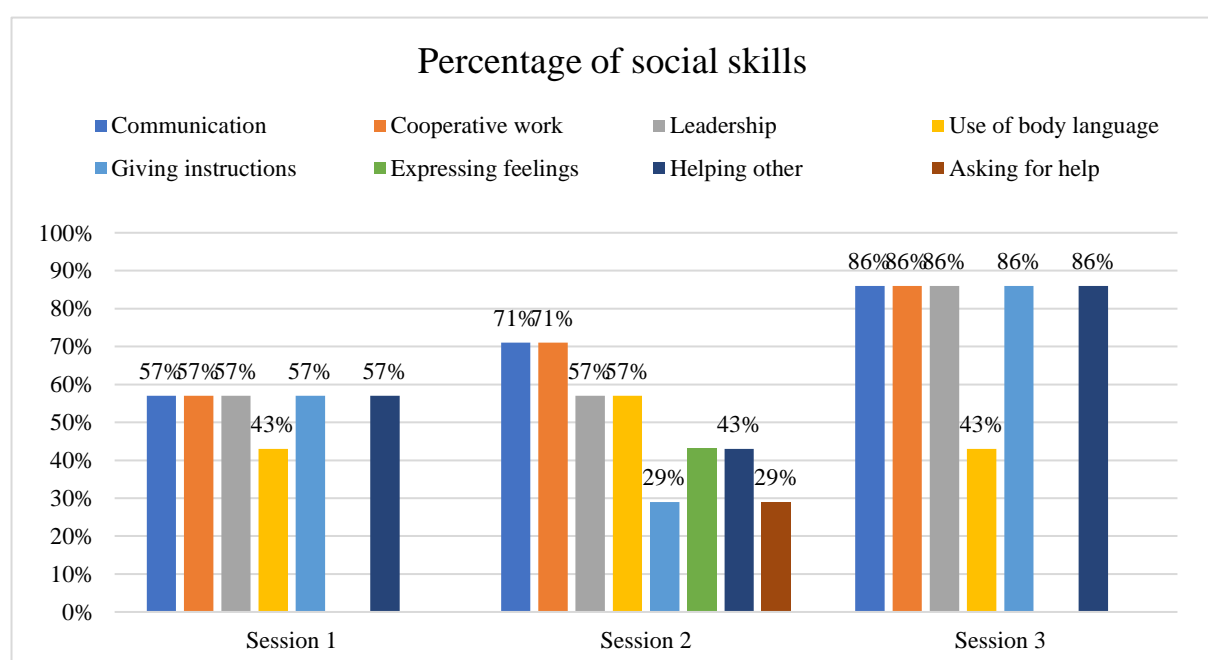
To Describe the Skills Developed

Throughout the project, the participants developed a set of skills. Especially, the social skills. They were developed because the interaction among two or more people generates these types of skills (WHO, 2016). In this research case, the participants developed social skills such as communication, cooperative work, leadership, expressing feelings, use of body language, helping others, giving instructions, and asking for help. The earlier research reported similar findings. They pointed up that the PjBL method boosted social skills (Rushdiah, 2017; Affandi & Sukyadi, 2016; Pinzon, 2014). Therefore, Fandiño's (2013) statement was checked as well, he manifested the importance of developing social skills in English students by means of projects since these are essential skills for life, and the current study corroborated the said by him.

The following social skills were found out in the third phase of the project. Each participant used the *communication* to express his/her ideas or *giving instructions*. Without the *cooperative work*, it would not been possible to design the activities and develop the project. Each one led an activity. Students showed which *feelings or emotions* are generated through real situations. They also used their body to communicate among themselves (*use of body language*). There was a mimic activity where they could use the body to transmit the message. All the students took the *leadership* in developing each activity. Besides, they *helped other people* to communicate in English and helped each other. On the other hand, *asking for help* was a social skill that emerged when they needed extra help both teacher and partners. The researchers recommended implementing Katz and Chard's (1994) project phases (redesigned by Katz & Helm, 2016) for future projects since it is an adequate way so that the learnings to be significant (Cabuk & Haktanir, 2010; Affandi & Sukyadi, 2016; Pinzon, 2014). It was one of the reasons for implementing the same project phases in this research.

Figure 4

General results of the social skills



Note. Figure 4 shows the percentage of development of social skills during all the sessions (own construction).

A comparative analysis of each social skill was needed to scan the social skills in each session. Figure 4 shows that the session 1 compared with session 3, students tend to participate more as the session forwards. This is due to that they feel comfortable. As Ryan, et al, 1997; Pinzon, 2014 affirmed, projects give the opportunity for the students to develop self-confidence since they set achievable goals. As well, the figure 4 shows that the communication (57%, 71%, 86%) and cooperative work (57%, 71%, 86%) social skills always have a high percentage of using. Regarding communication skills, the project made students speak in English. They created sentences for communicating and cooperative work. The students preferred to work in groups because they felt that the learning was easier to obtain than individually. Similar research found that communication and cooperative work were social skills developed in projects (Rusdiah, 2017; Pinzon, 2014; Affandi & Sukyadi, 2016).

To Examine Students' Perceptions of their Motivation to Learn English After the Pedagogical Intervention

Based on the interview data, the interviewers expressed good comments on the project. Some of these were “Lo que más me gusto fue que a partir de un proyecto uno aprende inglés. “What I most liked was that from a project, one learns English”. (Excerpt from the interview – MN 4). Another comment was “Me gusto que uno se pone a prueba sus propias habilidades”. “I liked that one put your own skills to the test”. (Excerpt from the interview – MN 5). The same way “Fue interesante ver como a partir de una pregunta o problema se pudo unir con el inglés”. “It was interesting to see from a question or problem, how English can be linked”. (Excerpt from the interview – MN 1). As well “La verdad no sabía que se podía aprender inglés a través de un proyecto o de algún problema del entorno”.

“Actually, I didn't know that I could learn English through a project or problem”. (Excerpt from the interview – MN2 and 6). These comments mean that the students felt comfortable developing the project.

It is interesting to read, how the students' perspectives changed after the application of the project. They are even more awareness on the English learning for their life. This was due to that it was took into account the students' contexts and needs and because they played an important role in the development of the project (Jumaat et al., 2017). They explain “Aprender inglés es muy importante para la vida cotidiana”. “Learning English is very important for the daily life” (excerpt from the interview – MN 3). Likewise, “Quiero aprender inglés para cuando me vaya de Colombia”. “I want to learn English for when I leave Colombia. (Excerpt from the interview – MN 4). In addition, “Me di cuenta de que a través del inglés uno se puede comunicar”. “I realized that through the English, one can communicate”. (Excerpt from the interview – MN 5). On the other hand, “Es muy bueno aprender inglés porque definitivamente es muy importante para nuestra vida personal y profesional”. Lastly, “It is very good to learn English because definitively, it is very important for our personal and professional life” (Excerpt from the interview – MN 1).

They also realized that English learning is more than learning vocabulary, grammar or translating texts as they used to think before doing the project. They viewed the project from different outlooks, these were the comments that they did to regard. These were moments for sharing with each other and having fun, so it can be said that learning English generates enjoyable settings. “Me pareció sencillo porque nos entendimos muy bien con los niños e hicimos dinámicas muy agradables” “I thought it was simple because we understood very well with the children and did activities very nice”. (excerpt from the interview - MN 1). “Me pareció fácil la comunicación con los estudiantes, y como nos respondían también, nos

divertimos arto”. “I thought it was easy the communicate with the students and as they replied as well, we had fun a lot”. (Excerpt from the interview – MN 3).

It is found an interesting data in relation to the social skills developed and the interviewers’ comments. The communication and cooperative social skills were more used in all the sessions with at 57%, 71%, 86% and some students said, “Me di cuenta de que a través del inglés uno se puede comunicar”. “I realized that through English, one can communicate”. (Excerpt from the interview – MN 5). Then, “Me pareció fácil la comunicación con los estudiantes, y como nos respondían también, nos divertimos arto”. “I thought it was easy the communicate with the students and as they replied as well, we had fun a lot”. (Excerpt from the interview – MN 3). Finally, “Muy bueno me pareció porque pudimos trabajar en equipo. Sin embargo, la comunicación con los niños a ratos fue difícil”. “I thought it was very good since we could work as a team. However, communication with the children was difficult at times”. (Excerpt from the interview - MN 7). This is corroborated with Pinzon’s research (2014), one of the findings was that the PjBL not only enhances the students’ motivation but that promotes social skills such as communication and cooperative work.

Scope and Limitations of the Research

Scope

The scope of this research is to implement the project-based learning method as a strategy to enhance tenth-grade students’ motivation toward English learning. This strategy seeks to stimulate the interest of students in learning English. Furthermore, it is pretended to show the students how English can be contextualized based on their needs and not teachers’ expectations. That is to say that students realize that learning English is not only about verbs, adjectives, structure, and else, but this learning has many more functions when it is well-worked. Likewise, it is hoped that the participants develop linguistic and social skills.

Another scope is to manage tenth-grade students to fully attend English classes since this allows them to acquire knowledge and reduce their misunderstanding when developing activities oriented by the teacher. In the same way, this research showed that the English subject is not only seen as a requirement but as a necessity. Lastly, this study strived to raise motivation in students concerning learning English.

Limitations

One of the limitations of this research was the tenth-grade low attendance during the project phases due to the heavy rains resulting in the project taking too much time to be developed. As well, the wrong state of the road prevented them from getting to school on time. A second similar limitation was curricular activities designed during school days. The latest is a particular aspect of public schools.

Pedagogical and Research Implications for the Field of Study

This research study reveals that project-based learning is an effective method that motivates students to learn English. Projects catch the students' attention and make them involve directly since they feel that are supporting their learning process. As Brown said (1987) it is needed of an action, driver, or desire so that the students feel the desire to move for their own benefit. Motivation plays a very important role when it is about learning a language. Students need to be aware that what they learn really work for their life and not to fill a scholarly requirement (Legault, 2016). This is called extrinsic motivation and what English teachers want is for English learning outcomes to become an impulse that comes from the student's inner.

To apply this method, imply significant findings for the education field, especially for language teaching and learning since it helps English teacher in their pedagogical practices. Researchers should implement projects in the English classes since provide linguistic and social skills. This is a way of enhancing the students' motivation due to the great benefits.

Earlier research concluded that the use of projects generates motivation in students.

Therefore, it generates learnings as well (Affandi, Sukyadi, 2016; Pinzon, 2014; Shafaei, Poorverdi, & Parvizi, 2007).

From my teaching, this research study not only contributed to the development of the students' skills, but it helped me reflect on my pedagogical practices. It means, as an English teacher should I wonder if I am applying suitable strategies so that my students learn English in a placement way or if I should change some of the teaching strategies. This research invites me to implement projects in my teaching processes. In other words, I realized that English must be taught as Dewey (1916) and Klippatric (1925) said "learning by doing" putting the students to implement projects so that they internalize the learning outcomes rather than traditional classes (Aksela & Haatainen, 2018). Projects have shown that students learn more doing than sitting on the chairs listening to the teacher. As English teachers, we need students view the application of English in their life not as a subject but more for passing the year. Teachers should view English teaching as a vehicle for enhancing other important skills. Learning English is very important, but it is not all. Teachers sometimes think that the subject matter to teach is the most important for the student's life. However, other skills are important as well. As Paschal & Gougou, 2022 said, students need to develop life skills because they are in charge of transforming the world positively. Another light that this research study gives is the implementation of project-based learning in the language curriculum. This current research showed that PjBL is a suitable method for the development of linguistic skills as it is showed in table 1.

Discussion

This section pretends to contrast the findings of the current research question with the state of the art cited in the literature review, what point there is similitude or difference in, and which one was their scope. This is aimed at confirming or denying the current results

with others. In what ways does the implementation of Project-Based Learning impact the motivation of students toward English language acquisition at the Jesus Antonio Amezquita School in Rioblanco, Tolima, Colombia?

One of the main themes of this research was to enhance the students' motivation through projects. Therefore, it can be said that students were motivated to learn English since the participants achieved significant learning regarding language skills. Speaking was promoted during the application of the project. This was reflected all the time when they interacted with the other students. They felt confident during the different activities set up by them. Pinzon's research, 2014 confirmed similar findings as well. She concluded that thanks to her research the students improved their speaking skills. Other findings were highlighted during her research as well. Not only contributed to the students' motivation but that developed social skills as well. The most common social skill was cooperative work. It is because students interacted with their classmates and audience. A similar finding was found in my current research as well. It was found that the students felt more confident working in groups. Chang and Tung (2009) affirmed that students under the PjBL method develop cooperative work among other skills.

On the other hand, this current research has a similitude regarding to the Pinzon (2014) and Affandi & Sukyadi's (2016) research. As researchers used the same project steps, Pinzon's research (2014) said that the project helped the students to guide the learning processes, allowing the students to develop creativity, cooperative work, empathy, and communication skills. Likewise, Affandi & Sukyadi's (2016) research stated that PjBL motivated individual and group learning, as students sought solutions to assigned problems. In addition to this, the project helped them to develop cooperative work, critical thinking, communication, and problem-solving skills. Therefore, the two-research mentioned and mine have similar social skills developed like cooperative work, communication, solving problems,

and creativity. On the other hand, Affandi & Sukyadi's participants made good comments on the method, the same said my participants on the project.

Based on the researchers' findings and mine, it can be said that the PjBL method helps to develop language skills, especially, writing and speaking skills. The writing skill was the Affandi & Sukyadi's findings, (2016), and speaking were Pinzon's, (2014) and mine. It can be said that the future projects that implement the project steps in the English classroom, students will develop critical thinking, problem-solving skills, linguistic skills social skills such as cooperative work, leadership, communication, and leadership, among others. This way, students feel motivated to learn English. The teaching and learning processes also demand a process of contextualization to make the knowledge more effective (Ching, 2009) and that is what the approach developed permitted tenth-grade students at Jesus Antonio Amezquita school.

Affandi & Sukyadi, (2016) and Pinzon's research (2014) obtained positive results related to motivation, linguistic and social skills as well. Some of their conclusions are the participants' comfortable in the English classes. Undoubtedly, this research reaffirmed that the learning of English must be contextualized so students are more motivated. This is a different way so that students view and feel English like something reachable. As the content is familiar, acquiring learning is meaningful for them. Here, they could notice that English is not just a subject for passing to the next school year, as they stated in informal conversations so then it is affirmed that using projects can reach to become an intrinsic motivation. This learning can generate other learning environments they can take advantage of and develop or improve different abilities.

All in all, it can be concluded that the literature review confirmed that project-based learning is an approach that helps to encourage the students' motivation and develop language skills (see Table 1) and social skills (see Figure 4) since the projects help to guide

the English learning processes and generating significant learning outcomes. In addition to this, students created an enjoyable environment where they took different roles, played, explored, and shared experiences. In other words, they became English classes in pleasant learning. The same way, it was evidenced that using projects makes students more motivated to learn English because their interests and context are considered for their learning. Nevertheless, this research lacked a pretest for measuring the students' motivation before the treatment and a posttest for determining to what extent the projects are effective.

Recommendations for Further Research

Bearing in mind the research results, it is recommended for future research to implement a pretest and posttest to contrast the results and to determine the project's effectiveness. This numerical result will give a closer approximation of what extent the project enhances the students' motivation. As well, it can implement the project with two groups, a controlled group and an experimental group. This way, more results can emerge and enrich the pedagogical proposal. As it can be observed, different ways of measuring the effectiveness of the project can emerge. It will depend on the research objectives.

On the other hand, methods like Content-based learning, team-based learning, or any other similar may help to enhance the student's motivation. Still, it is important to implement more time since it was occasionally a limiting factor. In a Colombian public school, time is short due to the curricular and extracurricular activities to fulfill. It was proved that motivation plays a vital role in English learning. This research demonstrated that PjBL enhanced positive results in rural students. Therefore, applying this research to other rural students is recommended to contrast the results and enrich this strategy even more. Implementing these types of research in rural education would be useful since there is not enough literature regarding teaching in Colombia's rural education. Unfortunately, in Colombia, rural education does not pay close attention to language teaching.

Finally, it was evidenced that students were motivated to do projects based on their needs using a different method instead of a traditional one. Allowing the students to create new things is what teachers should implement in their English classes. It could be interesting to implement different school problems by applying the principles used in this research to other students' needs. Also, why not invite other students to these types of practice so they are motivated to learn English? Lastly, it is invited other researchers that apply these methods to their English classes and publish their findings to corroborate or deny the current research.

Conclusions

Because of the results gathered from this current research. It is concluded that the use of projects enhanced the tenth-grade students' motivation towards English learning. This was evidenced the categories that emerged from the project since compiling all the instruments' results. These categories mean that PjBL as a pedagogical tool for enhancing the student's motivation. It was enhanced speaking and social skills (see table 1 and figure 4). They produced imperative, interrogative, exclamation, and declarative sentences for communicating, and the social skills more developed were communication and cooperative work at 86%. The latest affirms that the use of PjBL develops firstly the communication and cooperative work social skills. This is due to the human beings are social. This implies communicating with others.

Lastly, it is mandatory to take into the student's interests and context so that they are more motivated to learn English. Isolated topics do not catch the students' attention so then the English classes become boring, and it makes the students lose their motivation to learn English. Finally, the researcher concluded that using projects make the students more motivated to learn English, especially speaking skill, and as something extra, projects develop social skills. In this case, communication, cooperative work, leadership, use of body

language, giving instructions, helping others, expressing feelings, and asking for help were the social skills that emerged from the student's interaction with the project.

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Appendices
Appendix A. Ethical Protocol

Ciudad, fecha _____

Consentimiento informado para estudiantes menores de edad y padres

La presente investigación tiene como propósito implementar una estrategia de aprendizaje según las necesidades de la comunidad y de los estudiantes para mejorar las habilidades del idioma inglés. Esta investigación requiere de su autorización como tutor principal de su hijo(a) para que participe de esta ya que es menor de edad. Al firmar este consentimiento se le garantizara a usted y a su hijo(a) los siguientes criterios de confiabilidad:

La participación de esta investigación no incurrirá a algún daño emocional, corporal o psicológico. Su hijo(a) no estará dispuesto a daños perjudiciales para su salud.

El nombre de su hijo(a) no será divulgado sin su previa autorización, también se mantendrá en secreto su número de tarjeta de identidad o algún otro dato que pueda ser identificado. Los datos utilizados serán codificados y guardados en una base de datos donde solo tendrá acceso el investigador. El o la estudiante nunca será obligado(a) a escribir o decir su nombre en las entrevista o cuestionarios a responder.

La participación de esta investigación no afectara el rendimiento académico del área de inglés. Es decir, ni positiva ni negativamente. El tiempo estimado para recolectar información de su hijo(a) es aproximadamente de un mes. Una copia de este documento será otorgada al representante legal del estudiante.

Una vez leído estos criterios, yo _____ como tutor legal de mi hijo(a) _____ autorizo voluntariamente su participación en esta investigación y si deseo que se retire de la investigación estoy en todo mi derecho de hacerlo.

Firma acudiente legal

firma estudiante

Firma del investigador (a)

Para mayor información, por favor contactar a:

Nombre del investigador(a) _____

Numero de contacto _____

e-mail _____

Appendix B. Survey Instrument Format

Encuesta Estudiantil

Apreciado Estudiante, por favor responder el siguiente cuestionario que hace parte de una investigación realizada en el marco de la Maestría en Mediación Pedagógica en el Aprendizaje del Inglés que ofrece la Universidad Nacional Abierta y a Distancia UNAD. Sus respuestas para mi investigación son muy importantes, por tanto, desde ya estamos agradeciendo su amable colaboración. El objetivo de este cuestionario es identificar las percepciones que tienen ustedes los estudiantes frente al aprendizaje del inglés y que tan motivados están frente a este.

Instrucciones: contestar el siguiente cuestionario marcando con una X sobre la respuesta que usted considere.

1. ¿Le gusta el inglés?

SI NO

2. ¿Si la respuesta anterior fue “SI” por qué le gusta?

Porque me abre las puertas a una universidad de alta calidad

Porque puedo viajar a otro país

Porque escucho música en ingles

Otro _____

3. ¿Si respondió que no le gusta, a que cree que se deba esto?

Interés

Profesor

Intensidad horaria

Recursos

Dedicación

Otro _____

4. ¿Se siente motivado a aprender inglés?

SI NO

5. ¿Consideras importante aprender inglés para su vida?

SI NO

6. ¿Qué beneficios cree que trae aprender un segundo idioma?

a. obtener un mejor trabajo

b. permite la comunicación con personas de otros países

c. se puede leer información en otro idioma

d. se aprende de otras culturas

e. otra _____

7. ¿Utiliza el inglés en tu vida cotidiana?

SI NO

8. ¿Tienes acceso a internet?

SI NO

9. Si la respuesta anterior fue NO, ¿Por qué no tiene internet?

Le agradecemos su amabilidad y disponibilidad para responder esta corta encuesta, le recordamos que la información suministrada será tratada con confidencialidad y es de uso exclusivo para fines académicos.

THANK YOU

Appendix C. Field Note Instrument

| Field note | |
|-------------------------------|------------------|
| Project name: | Date: |
| Grade: | Location: |
| Description of phase 1 | |
| | |
| Description of phase 2 | |
| | |
| Description of phase 3 | |
| | |

Appendix E. Evidence Survey

MN1

Encuesta estudiantil

Apreciado Estudiante, por favor responder el siguiente cuestionario que hace parte de una investigación realizada en el marco de la Maestría en Mediación Pedagógica en el Aprendizaje del Inglés que ofrece la Universidad Nacional Abierta y a Distancia UNAD. Sus respuestas para mi investigación son muy importantes, por tanto, desde ya estamos agradeciendo su amable colaboración. El objetivo de este cuestionario es identificar las percepciones que tienen ustedes los estudiantes frente al aprendizaje del inglés y que tan motivados están frente a este.

Instrucciones: contestar el siguiente cuestionario marcando con una X sobre la respuesta que usted considere.

1. ¿Le gusta el inglés?

NO

2. ¿Si la respuesta anterior fue "SI" por qué le gusta?

Porque me abre las puertas a una universidad de alta calidad
 Porque puedo viajar a otro país
 Porque escucho música en inglés
 Otro _____

3. ¿Si respondió que no le gusta, a que cree que se deba esto?

Interés
 Profesor
 Intensidad horaria
 Recursos
 Dedicación
 Otro _____

4. ¿Se siente motivado a aprender inglés?

NO

5. ¿Consideras importante aprender inglés para su vida?

NO

6. ¿Qué beneficios cree que trae aprender un segundo idioma?

a. obtener un mejor trabajo
 b. permite la comunicación con personas de otros países
 c. se puede leer información en otro idioma
 d. se aprende de otras culturas
 e. otra _____

7. ¿Utiliza el inglés en tu vida cotidiana?

NO

8. ¿Tienes acceso a internet?

NO

9. Si la respuesta anterior fue NO, ¿Por qué no tiene internet?

Le agradecemos su amabilidad y disponibilidad para responder esta corta encuesta, le recordamos que la información suministrada será tratada con confidencialidad y es de uso exclusivo para fines académicos.

THANK YOU

NN2

Encuesta estudiantil

Apreciado Estudiante, por favor responder el siguiente cuestionario que hace parte de una investigación realizada en el marco de la Maestría en Mediación Pedagógica en el Aprendizaje del Inglés que ofrece la Universidad Nacional Abierta y a Distancia UNAD. Sus respuestas para mi investigación son muy importantes, por tanto, desde ya estamos agradeciendo su amable colaboración. El objetivo de este cuestionario es identificar las percepciones que tienen ustedes los estudiantes frente al aprendizaje del inglés y que tan motivados están frente a este.

Instrucciones: contestar el siguiente cuestionario marcando con una X sobre la respuesta que usted considere.

1. ¿Le gusta el inglés?

NO

2. ¿Si la respuesta anterior fue "SI" por qué le gusta?

Porque me abre las puertas a una universidad de alta calidad
 Porque puedo viajar a otro país
 Porque escucho música en inglés
 Otro _____

3. ¿Si respondió que no le gusta, a que cree que se deba esto?

Interés
 Profesor
 Intensidad horaria
 Recursos
 Dedicación
 Otro _____

4. ¿Se siente motivado a aprender inglés?

NO

5. ¿Consideras importante aprender inglés para su vida?

NO

6. ¿Qué beneficios cree que trae aprender un segundo idioma?

a. obtener un mejor trabajo
 b. permite la comunicación con personas de otros países
 c. se puede leer información en otro idioma
 d. se aprende de otras culturas
 e. otra _____

7. ¿Utiliza el inglés en tu vida cotidiana?

NO

8. ¿Tienes acceso a internet?

NO

9. Si la respuesta anterior fue NO, ¿Por qué no tiene internet?

Le agradecemos su amabilidad y disponibilidad para responder esta corta encuesta, le recordamos que la información suministrada será tratada con confidencialidad y es de uso exclusivo para fines académicos.

THANK YOU

HN3

Encuesta estudiantil

Apreciado Estudiante, por favor responder el siguiente cuestionario que hace parte de una investigación realizada en el marco de la Maestría en Mediación Pedagógica en el Aprendizaje del Inglés que ofrece la Universidad Nacional Abierta y a Distancia UNAD. Sus respuestas para mi investigación son muy importantes, por tanto, desde ya estamos agradeciendo su amable colaboración. El objetivo de este cuestionario es identificar las percepciones que tienen ustedes los estudiantes frente al aprendizaje del inglés y que tan motivados están frente a este.

Instrucciones: contestar el siguiente cuestionario marcando con una X sobre la respuesta que usted considere.

1. ¿Le gusta el inglés?

NO

2. ¿Si la respuesta anterior fue "SI" por qué le gusta?

Porque me abre las puertas a una universidad de alta calidad
 Porque puedo viajar a otro país
 Porque escucho música en inglés
 Otro _____

3. ¿Si respondió que no le gusta, a que cree que se deba esto?

Interés
 Profesor
 Intensidad horaria
 Recursos
 Dedicación
 Otro _____

Le agradecemos su amabilidad y disponibilidad para responder esta corta encuesta, le recordamos que la información suministrada será tratada con confidencialidad y es de uso exclusivo para fines académicos.

THANK YOU

4. ¿Se siente motivado a aprender inglés?

NO

5. ¿Consideras importante aprender inglés para su vida?

NO

6. ¿Qué beneficios cree que trae aprender un segundo idioma?

obtener un mejor trabajo
 b. permite la comunicación con personas de otros países
 c. se puede leer información en otro idioma
 d. se aprende de otras culturas
 e. otra _____

7. ¿Utiliza el inglés en tu vida cotidiana?

SI

8. ¿Tienes acceso a internet?

SI

9. Si la respuesta anterior fue NO, ¿Por qué no tiene internet?

Porque esta no tiene ninguna empresa.

Le agradecemos su amabilidad y disponibilidad para responder esta corta encuesta, le recordamos que la información suministrada será tratada con confidencialidad y es de uso exclusivo para fines académicos.

THANK YOU

HN4

Encuesta estudiantil

Apreciado Estudiante, por favor responder el siguiente cuestionario que hace parte de una investigación realizada en el marco de la Maestría en Mediación Pedagógica en el Aprendizaje del Inglés que ofrece la Universidad Nacional Abierta y a Distancia UNAD. Sus respuestas para mi investigación son muy importantes, por tanto, desde ya estamos agradeciendo su amable colaboración. El objetivo de este cuestionario es identificar las percepciones que tienen ustedes los estudiantes frente al aprendizaje del inglés y que tan motivados están frente a este.

Instrucciones: contestar el siguiente cuestionario marcando con una X sobre la respuesta que usted considere.

1. ¿Le gusta el inglés?

NO

2. ¿Si la respuesta anterior fue "SI" por qué le gusta?

Porque me abre las puertas a una universidad de alta calidad
 Porque puedo viajar a otro país
 Porque escucho música en inglés
 Otro _____

3. ¿Si respondió que no le gusta, a que cree que se deba esto?

Interés
 Profesor
 Intensidad horaria
 Recursos
 Dedicación
 Otro _____

4. ¿Se siente motivado a aprender inglés?

NO

5. ¿Consideras importante aprender inglés para su vida?

NO

6. ¿Qué beneficios cree que trae aprender un segundo idioma?

obtener un mejor trabajo
 b. permite la comunicación con personas de otros países
 c. se puede leer información en otro idioma
 d. se aprende de otras culturas
 e. otra _____

7. ¿Utiliza el inglés en tu vida cotidiana?

SI

8. ¿Tienes acceso a internet?

SI

9. Si la respuesta anterior fue NO, ¿Por qué no tiene internet?

Porque esta no tiene ninguna empresa.

Le agradecemos su amabilidad y disponibilidad para responder esta corta encuesta, le recordamos que la información suministrada será tratada con confidencialidad y es de uso exclusivo para fines académicos.

THANK YOU

HN5

Encuesta estudiantil

Apreciado Estudiante, por favor responder el siguiente cuestionario que hace parte de una investigación realizada en el marco de la Maestría en Mediación Pedagógica en el Aprendizaje del Inglés que ofrece la Universidad Nacional Abierta y a Distancia UNAD. Sus respuestas para mi investigación son muy importantes, por tanto, desde ya estamos agradeciendo su amable colaboración. El objetivo de este cuestionario es identificar las percepciones que tienen ustedes los estudiantes frente al aprendizaje del inglés y que tan motivados están frente a este.

Instrucciones: contestar el siguiente cuestionario marcando con una X sobre la respuesta que usted considere.

1. ¿Le gusta el inglés?

SI

2. ¿Si la respuesta anterior fue "SI" por qué le gusta?

Porque me abre las puertas a una universidad de alta calidad
 Porque puedo viajar a otro país
 Porque escucho música en inglés
 Otro _____

3. ¿Si respondió que no le gusta, a que cree que se deba esto?

Interés
 Profesor
 Intensidad horaria
 Recursos
 Dedicación
 Otro _____

4. ¿Se siente motivado a aprender inglés?
 NO

5. ¿Consideras importante aprender inglés para su vida?
 NO

6. ¿Qué beneficios cree que trae aprender un segundo idioma?
 a. obtener un mejor trabajo
 b. permite la comunicación con personas de otros países
 c. se puede leer información en otro idioma
 d. se aprende de otras culturas
 e. otra _____

7. ¿Utiliza el inglés en tu vida cotidiana?
 NO

8. ¿Tienes acceso a internet?
 NO

9. Si la respuesta anterior fue NO, ¿Por qué no tiene internet?

Le agradecemos su amabilidad y disponibilidad para responder esta corta encuesta. le recordamos que la información suministrada será tratada con confidencialidad y es de uso exclusivo para fines académicos.

THANK YOU

MNG

Encuesta estudiantil

Aprendero Estudiante, por favor responder el siguiente cuestionario que hace parte de una investigación realizada en el marco de la Maestría en Mediación Pedagógica en el Aprendizaje del Inglés que ofrece la Universidad Nacional Abierta y a Distancia UNAD. Sus respuestas para mi investigación son muy importantes, por tanto, desde ya estamos agradeciendo su amable colaboración. El objetivo de este cuestionario es identificar las percepciones que tienen ustedes los estudiantes frente al aprendizaje del inglés y que tan motivados están frente a este.

Instrucciones: contestar el siguiente cuestionario marcando con una X sobre la respuesta que usted considere.

1. ¿Le gusta el inglés?
 NO

2. ¿Si la respuesta anterior fue "SI" por qué le gusta?
 Porque me abre las puertas a una universidad de alta calidad
 Porque puedo viajar a otro país
 Porque escucho música en inglés
 Otro _____

3. ¿Si respondió que no le gusta, a que cree que se deba esto? .
 Interés
 Profesor
 Intensidad horaria
 Recursos
 Dedicación
 Otro _____

4. ¿Se siente motivado a aprender inglés?
 NO

5. ¿Consideras importante aprender inglés para su vida?
 NO

6. ¿Qué beneficios cree que trae aprender un segundo idioma?
 a. obtener un mejor trabajo
 b. permite la comunicación con personas de otros países
 c. se puede leer información en otro idioma
 d. se aprende de otras culturas
 e. otra _____

7. ¿Utiliza el inglés en tu vida cotidiana?
 NO

8. ¿Tienes acceso a internet?
 NO

9. Si la respuesta anterior fue NO, ¿Por qué no tiene internet?

Le agradecemos su amabilidad y disponibilidad para responder esta corta encuesta. le recordamos que la información suministrada será tratada con confidencialidad y es de uso exclusivo para fines académicos.

THANK YOU

MNT

Encuesta estudiantil

Aprendero Estudiante, por favor responder el siguiente cuestionario que hace parte de una investigación realizada en el marco de la Maestría en Mediación Pedagógica en el Aprendizaje del Inglés que ofrece la Universidad Nacional Abierta y a Distancia UNAD. Sus respuestas para mi investigación son muy importantes, por tanto, desde ya estamos agradeciendo su amable colaboración. El objetivo de este cuestionario es identificar las percepciones que tienen ustedes los estudiantes frente al aprendizaje del inglés y que tan motivados están frente a este.

Instrucciones: contestar el siguiente cuestionario marcando con una X sobre la respuesta que usted considere.

1. ¿Le gusta el inglés?
 NO

2. ¿Si la respuesta anterior fue "SI" por qué le gusta?
 Porque me abre las puertas a una universidad de alta calidad
 Porque puedo viajar a otro país
 Porque escucho música en inglés
 Otro _____

3. ¿Si respondió que no le gusta, a que cree que se deba esto? .
 Interés
 Profesor
 Intensidad horaria
 Recursos
 Dedicación
 Otro _____

4. ¿Se siente motivado a aprender inglés?
 NO

5. ¿Consideras importante aprender inglés para su vida?
 NO

6. ¿Qué beneficios cree que trae aprender un segundo idioma?
 a. obtener un mejor trabajo
 b. permite la comunicación con personas de otros países
 c. se puede leer información en otro idioma
 d. se aprende de otras culturas
 e. otra _____

7. ¿Utiliza el inglés en tu vida cotidiana?
 SI NO

8. ¿Tienes acceso a internet?
 SI NO

9. Si la respuesta anterior fue NO, ¿Por qué no tiene internet?
 porque es muy costoso _____

Le agradecemos su amabilidad y disponibilidad para responder esta corta encuesta. le recordamos que la información suministrada será tratada con confidencialidad y es de uso exclusivo para fines académicos.

THANK YOU

Appendix F. Evidence Field Note

| Field note | |
|--|---|
| Project name: to listen, feel and communicate | Date: from august to september 2021 |
| Grade: 10th grade | Location: Jesus Antonio Amerasueto school. |
| Description of phase 1 | |

Students brainstormed about problems that were affecting the school community or them. After a couple of hours, they expressed their different opinions. Some said it was the dumped waste, too many papers on the floor, the library, the lack of communication and the school transport and food, among others. After that, students took each problem and predicted possible solutions. The teacher suggested choosing an issue they felt comfortable with and motivated to work on.

After some minutes, they agreed to work on the lack of communication. They wanted to work on this topic because they had already worked on it some months ago. For this reason, they felt motivated to work on that topic because they had ideas for solving that problem.

They started describing some activities with the guidance of the teacher. Then, they explained and named the project: "to listen, feel and communicate". The objectives were (a) to design dynamic activities about the chosen topic addressed to solve the issue. (b) to apply gamified activities to promote the solution to the problem. (c) to display the process carried out to solve the problem. They designed three sessions to achieve the objectives mentioned and described above.

Description of phase 2

To guarantee the confidentiality and privacy of Sst sampling a code for each one was implemented. Students codes MN1 MN2 MN3 MN4 MN5 MN6 MN7

The first session proceeded with four activities. MN1 and MN2 led with a warm-up activity asking the participant group to stand up and write a word. They also made these commands with mimics so that the group recognized words in English. These mini leaders said "I say" and the whole group had to touch their head and in an earth the words of the shoulders, knee, neck, legs, nose, belly, ears and hands. The participant group was to pay close attention because these two MNs finished these words faster and faster. The magic word was "I say" if MN1 or 2 did not say this first magic word the participant group did not continue during the activity. MN1 said that the activity aimed at activating them for the rest of the definitions. The activity concluded just participating MN4, 2 and 4.

MN3 and 4 introduced themselves using flashcard as a guideline so that the group could understand each participant group had to do it. MN3 held an example with his information: his name is Kevin, I am 16 years old and I like to play soccer. They were asked each participant group to introduce themselves by saying their name, age and something they like to do. Here, MN5 and 6 were close to each participant and repeated the phrase since most students were nervous.

do you say bravo in English. They did not answer so MN1 used the mimics. For that, he made faces of anger, and the student understood the meaning immediately. Then they had to mention one of these in a situation either comfortable or uncomfortable followed by a change if it is needed. This activity was held through the middle of the English sentence instead of the whole sentence. Example "I am happy" cuando of the whole sentence. Yo siento esto, in my chest. As well, yo paso un examen. Yo siento esto, in my chest. As well, they were asked in which part of their body they felt that feeling or emotion. This was at aiming of connecting the emotion or feeling. MN5 said "I am angry" cuando las personas roban. "Yo siento esto en todo mi cuerpo. but MN5 did not know how to say en todo mi cuerpo, so he asked the teacher, how to say it.

So, he said, I am angry cuando las personas roban. Yo siento esto in all my body. As well, the MN6 asked for some help with the garganta word. The sentence was, I am sad cuando yo pierdo un examen y yo siento esto (cuello) in my throat. After that, each participant group held the activity. The participant group used happy, sad, shy, and angry words. Regarding what part of the body, they felt this emotion. They used the head, throat, chest, face, all body, ears and hands. The MN6 made the shy mimics because the participant group did not know the meaning. The session finished by asking the whole group about how they seemed the activities.

The last session was about three activities. The first one consisted in writing action verbs. For that, the mimics was implemented so that they guessed the word in English. MN1 made the word mimic. The participant group said the word in Spanish. However, they were to write it in English. So they looked up in the dictionary and wrote it on the board. MN2 did another mimic, it was "eat". They guessed this word easily and was written without any help. Another word guessing was "fly". This one was done by the MN3. They looked up in the dictionary and wrote it on the board. Verbs used for this activity were cut, read, open and close.

The second activity implemented was a word search game where participant groups divided themselves into five groups. Therefore, MN1, 2, 3, 5 and 7 led one of these. The MN4 stated a word used in the three sessions and the participant group was to look up them in the crossword. The words were grey, basketball, happy, angry, blue, red, head, chest, legs and walk. Each word was repeated twice so that students could find them in the word search. It was a great and exciting activity because all the participant groups worked in teams to find the words.

The last one finished with the pass the balloon game. MN5 asked the participant group to do two rows with the same number of students for each one. Three categories were settled for this last activity, which were verbs, colours, and sports/hobbies. The first category was verbs for both groups. Each student passed the balloon to the next partner with their

free time. MN5 showed four images and words related to hobbies and sports. The first image showed a soccer sport, the second one was a baseball sport, the third one was a chatting hobby and the last one was listening to music hobby. Then each participant chose his preference. To carry out this activity, MN5 made an example. "I like to play soccer" means, each participant group was to say a sport or hobby. Just MN1 held the activity as well.

The last activity was about a traditional game called "el pamelelo" MN6 and 7 carried out this activity. The game consisted in making two groups. To do it, each student said a number from one to two. Once the groups were settled. Each student in the group was to assume a colour. The same dynamic for the other group. The colours used for this activity were blue, red, yellow, purple and grey. MN6 said the colour black and students that assumed this colour ran until the centre of the classroom and circle d pamelelo. Then, MN6 said blue, and students that assumed this colour ran until the centre of the classroom and circle the students and el pamelelo and so forth with the other. The first person who grabbed el pamelelo was the winner. After, the other MN7 took the turn and started the sports category. This time each student in each group assumed a sport or hobby. These were soccer, volleyball, basketball, chatting online and listening to music. The same game dynamic was implemented for this category. MN5 helped with the numbers category and MN2 helped with the parts of the body category. Finally, the session finished by asking the whole group how

they felt about the activities. Most of the participants mentioned that they liked the class because they recalled vocabulary while they played.

The second session consisted in recalling some vocabulary worked on in the last session. The MN7 and 2 wrote in a flashcard "how do you say _____ in english" or what does _____ mean statements for recalling vocabulary. The words to recall were red, blue, head, head, soccer, basketball, chatting on line and stand-up. The MN4 and 3 hoped to make some questions as well. For instance, how do you say Azul in english? or what does blue mean?

The MN3 and 4 lead activity two. This one was write with the fingers on the student? back a word worked in the last session, then, this student was to do the same with the other partner until to get at the first of the row. He or she wrote the word on the board. In this case, the word was hair. The words implemented for this activity were: listen, soccer and eyes. The MN3 asked for some help due to the MN5, 6 and 7 so pay close attention to each group participant and did not any cheating since the activity was without speaking.

To conclude the session, the last activity was led by MN5, 6 and 7. The participant group was asked about vocabulary about emotions and feelings. To carry out these questions, they used the how you say _____ in an english statement. MN5 asked how do you feel in english? the participant group answered happily. MN6 asked them, how do you say triste in english. They replied sadly. The MN7 asked them how

ams. The first group mentioned eat, open, fly, eat, close, read, cut, open, and eat. The other group mentioned eat, read, open, close, eat, read, cut. The other category colors was led by MN6.

The first group said red, yellow, green, pink, grey, blue and black, the other group said yellow, blue, pink, purple, green, black and red. And the last category was sports/hobbies and led by MN7, the first group mentioned soccer, basketball, listening to music, volleyball, chatting online, football, volleyball, soccer, listening to music and soccer. MN3 was paying close attention to each participant's pronunciation. Thus, the tree sessions finished successfully.

• It is founded out 9 social skills } Developing social skills category.

MN5, 2 and 3 reaffirmed the action verbs learnt like: cut, read, open, close, eat, and fly. Students said it was a fun activity. Then, MN highlighted english use in real situations instead of an imposed activity. MN6 said "esta es una forma diferente de aprender ingles". All MNs concluded that they felt glad at executing this project. Finally, a survey was implemented to know their opinions about the project.

• Types of sentences and vocabulary } Category.

- interrogative
- imperative
- declarative
- parts of the body
- emotions
- sports/hobbies

Description of phase 3

Students made a power point presentation showing photos of each one of the sessions. Each MN affirmed that they felt a little weird at the beginning because they had never done this type of activity before, but then they felt comfortable. MN1 and 2 mentioned that they felt like teachers explaining vocabulary and pronunciation. They recalled the first activity when pronouncing parts of the body such as: the head, shoulders, knee, neck, legs, nose, belly, throat, all body, eyes and hair. In the same way MN5 said that recalled the numbers well because he just knew these until ten. From eleven to twenty, they did not remember the pronunciation well. Following the presentation MN4, 5, 6 and 7 expressed enthusiasm by learning the how do you say _____ and what does _____ mean statements for asking questions related to the pronunciation and meaning.

Also MN5, 6 and 7 learnt the feelings and emotions vocabulary well, for instance, they mentioned happy, sad, bored, shy and angry. MN3 interrupted the presentation highlighting the cooperative work. He said "lo que mas me gusta de este proyecto o trabajo fue que trabajamos en equipo todos dimos ideas which the rest of MNs stated then, MN4 stated the teacher's role, he considered this labour very gratifying because as he spoke english, the participant group followed the instructions....."

Appendix G. Evidence Interview

Entrevista individual HN1

Apreciado Estudiante, por favor responder las siguientes preguntas que hace parte de una investigación realizada en el marco de la Maestría en Mediación Pedagógica en el Aprendizaje del Inglés que ofrece la Universidad Nacional Abierta y a Distancia UNAD. Sus respuestas para mi investigación son muy importantes, por lo tanto, desde ya estamos agradeciendo su amable colaboración. El objetivo de esta entrevista es conocer sus percepciones que tuvieron durante la aplicación del mini proyecto de inglés. Asimismo, esta entrevista nos ayudara a obtener más datos para hacer un análisis detallado del mini proyecto sobre la investigación que se está llevando a cabo.

1. ¿Como le pareció el proyecto? ¿Sencillo o complicado? explique
ME PARECIÓ SENCILLO POR QUE NOS ENTENDIMOS MUY BIEN CON LOS ALUMNOS Y HICIMOS DINÁMICAS MUY AGRADABLES.
2. ¿Le gusto realizar este proyecto? Explique
SI LA VERDAD SI ME GUSTO POR FUE AHÍ TAMBIÉN APRENDIMOS COSAS QUE NO SABÍAMOS.
3. ¿Qué le pareció difícil del proyecto?
NO LA VERDAD HADA ME PARECIÓ DIFÍCIL AL CONTRARIO ME PARECIÓ FÁCIL Y MUY AGRADABLE.
4. ¿Qué le pareció fácil del proyecto?
TODO ME PARECIÓ FÁCIL TODO LO QUE TENÍAMOS QUE HACER ERA MUY SENCILLO.
5. ¿Qué piensa sobre aprender inglés después de haber realizado el Proyecto?
ES MUY BUENO APRENDER INGLÉS POR QUE NOS VA A SERVIR MUCHO EN LA VIDA MÁS ADELANTE.

Entrevista individual HN2

Apreciado Estudiante, por favor responder las siguientes preguntas que hace parte de una investigación realizada en el marco de la Maestría en Mediación Pedagógica en el Aprendizaje del Inglés que ofrece la Universidad Nacional Abierta y a Distancia UNAD. Sus respuestas para mi investigación son muy importantes, por lo tanto, desde ya estamos agradeciendo su amable colaboración. El objetivo de esta entrevista es conocer sus percepciones que tuvieron durante la aplicación del mini proyecto de inglés. Asimismo, esta entrevista nos ayudara a obtener más datos para hacer un análisis detallado del mini proyecto sobre la investigación que se está llevando a cabo.

1. ¿Como le pareció el proyecto? ¿Sencillo o complicado? explique
ME PARECIÓ MUY BUENO PORQUE TRABAJAMOS MUY BIENO
2. ¿Le gusto realizar este proyecto? Explique
SI MUY BIEN PORQUE APRENDIMOS ALGO MUY BUENO
3. ¿Qué le pareció difícil del proyecto?
NINGUNA
4. ¿Qué le pareció fácil del proyecto?
LA ELABORACIÓN DE LOS FUEGOS
5. ¿Qué piensa sobre aprender inglés después de haber realizado el Proyecto?
ME PARECE MUY BUENO EL INGLÉS PORQUE ME GUSTO EL VOCABULARIO

Entrevista individual HN3

Apreciado Estudiante, por favor responder las siguientes preguntas que hace parte de una investigación realizada en el marco de la Maestría en Mediación Pedagógica en el Aprendizaje del Inglés que ofrece la Universidad Nacional Abierta y a Distancia UNAD. Sus respuestas para mi investigación son muy importantes, por lo tanto, desde ya estamos agradeciendo su amable colaboración. El objetivo de esta entrevista es conocer sus percepciones que tuvieron durante la aplicación del mini proyecto de inglés. Asimismo, esta entrevista nos ayudara a obtener más datos para hacer un análisis detallado del mini proyecto sobre la investigación que se está llevando a cabo.

1. ¿Como le pareció el proyecto? ¿Sencillo o complicado? explique
Sencillo, muy cheve con mucho drama divertido y descomplicado
2. ¿Le gusto realizar este proyecto? Explique
SI, APRENDIMOS SIENDO MINIPIETOS TAMBIÉN APRENDIMOS DE LOS NIÑOS
3. ¿Qué le pareció difícil del proyecto?
APRENDIMOS ALGUNAS PALABRAS Y LUEGO TENER QUE EXPONERLAS
4. ¿Qué le pareció fácil del proyecto?
LA COMUNICACIÓN DE LOS NIÑOS HACIA NOSOTROS, Y COMO DONABAN EL TEMA
5. ¿Qué piensa sobre aprender inglés después de haber realizado el Proyecto?
BUENO, SI MUY IMPORTANTE PARA LA VIDA (COTIDIANA)

Entrevista individual HN4

Apreciado Estudiante, por favor responder las siguientes preguntas que hace parte de una investigación realizada en el marco de la Maestría en Mediación Pedagógica en el Aprendizaje del Inglés que ofrece la Universidad Nacional Abierta y a Distancia UNAD. Sus respuestas para mi investigación son muy importantes, por lo tanto, desde ya estamos agradeciendo su amable colaboración. El objetivo de esta entrevista es conocer sus percepciones que tuvieron durante la aplicación del mini proyecto de inglés. Asimismo, esta entrevista nos ayudara a obtener más datos para hacer un análisis detallado del mini proyecto sobre la investigación que se está llevando a cabo.

1. ¿Como le pareció el proyecto? ¿Sencillo o complicado? explique
ME PARECIÓ MUY SENCILLO DIDÁCTICAMENTE APRENDIMOS MÁS
2. ¿Le gusto realizar este proyecto? Explique
SI, LAS ACTIVIDADES ERAN MUY SENCILLAS Y DIVERTIDAS APARTE RELACIONAMOS CON LOS NIÑOS ES MUY DIVERTIDO
3. ¿Qué le pareció difícil del proyecto?
PENSAR EN QUE ACTIVIDAD PONERLES A LOS NIÑOS
4. ¿Qué le pareció fácil del proyecto?
EXPLICARLES COMO HACER LAS ACTIVIDADES
5. ¿Qué piensa sobre aprender inglés después de haber realizado el Proyecto?
QUIERO APRENDER MÁS INGLÉS PARA EL DÍA QUE ME VAYA DE COLOMBIA

Entrevista individual HN5

Apreciado Estudiante, por favor responder las siguientes preguntas que hace parte de una investigación realizada en el marco de la Maestría en Mediación Pedagógica en el Aprendizaje del Inglés que ofrece la Universidad Nacional Abierta y a Distancia UNAD. Sus respuestas para mi investigación son muy importantes, por lo tanto, desde ya estamos agradeciendo su amable colaboración. El objetivo de esta entrevista es conocer sus percepciones que tuvieron durante la aplicación del mini proyecto de inglés. Asimismo, esta entrevista nos ayudara a obtener más datos para hacer un análisis detallado del mini proyecto sobre la investigación que se está llevando a cabo.

1. ¿Como le pareció el proyecto? ¿Sencillo o complicado? explique
me pareció muy bueno, me gusto y aparte uno puede aprender más
2. ¿Le gusto realizar este proyecto? Explique
Si me gusto y más porque uno pone a prueba sus propias habilidades
3. ¿Qué le pareció difícil del proyecto?
Va tener muy claro palabras
4. ¿Qué le pareció fácil del proyecto?
Que entre todos nos ayudamos
5. ¿Qué piensa sobre aprender inglés después de haber realizado el Proyecto?
Es muy importante y más para la vida cotidiana

Entrevista individual HN6

Apreciado Estudiante, por favor responder las siguientes preguntas que hace parte de una investigación realizada en el marco de la Maestría en Mediación Pedagógica en el Aprendizaje del Inglés que ofrece la Universidad Nacional Abierta y a Distancia UNAD. Sus respuestas para mi investigación son muy importantes, por lo tanto, desde ya estamos agradeciendo su amable colaboración. El objetivo de esta entrevista es conocer sus percepciones que tuvieron durante la aplicación del mini proyecto de inglés. Asimismo, esta entrevista nos ayudara a obtener más datos para hacer un análisis detallado del mini proyecto sobre la investigación que se está llevando a cabo.

1. ¿Como le pareció el proyecto? ¿Sencillo o complicado? explique
Complicado, ya que algunas cosas no las teníamos claros
2. ¿Le gusto realizar este proyecto? Explique
Si, fue chvere por que aprendimos nuevas cosas
3. ¿Qué le pareció difícil del proyecto?
Que no sabiamos mucho de ingles
4. ¿Qué le pareció fácil del proyecto?
las actividades que realizabamos
5. ¿Qué piensa sobre aprender inglés después de haber realizado el Proyecto?
Que es muy chvere, y tendriamos varias oportunidades mas adelante sabiendo ingles.

Entrevista individual HN7

Apreciado Estudiante, por favor responder las siguientes preguntas que hace parte de una investigación realizada en el marco de la Maestría en Mediación Pedagógica en el Aprendizaje del Inglés que ofrece la Universidad Nacional Abierta y a Distancia UNAD. Sus respuestas para mi investigación son muy importantes, por lo tanto, desde ya estamos agradeciendo su amable colaboración. El objetivo de esta entrevista es conocer sus percepciones que tuvieron durante la aplicación del mini proyecto de inglés. Asimismo, esta entrevista nos ayudara a obtener más datos para hacer un análisis detallado del mini proyecto sobre la investigación que se está llevando a cabo.

1. ¿Como le pareció el proyecto? ¿Sencillo o complicado? explique
Muy bueno me pareció que pudimos trabajar en equipo
2. ¿Le gusto realizar este proyecto? Explique
Si porque pudimos compartir experiencia y conocimientos
3. ¿Qué le pareció difícil del proyecto?
establecer comunicación con los alumnos participantes
4. ¿Qué le pareció fácil del proyecto?
la elaboración de las estrategias
5. ¿Qué piensa sobre aprender inglés después de haber realizado el Proyecto?
me parece super interesante aprender ingles para mi futura carrera

Appendix H. Emerging Categories Chart

| Research question | Categories | Subcategories |
|---|--|--|
| In what ways does the implementation of Project-Based Learning impact the motivation of students towards English language acquisition at the Jesus Antonio Amezquita School in Rioblanco, Tolima, Colombia? | Factors that enhancing the students' motivation. | Pleasant environment for English Learning Taking Roles for Enhancing Motivation Combining English with games |
| | Developing linguistic skills | Speaking Skill |
| | Emerging social skills | Communication Cooperative work Leadership Giving instructions Expressing feelings Helping others Asking for help |