

**Implementing a Project Based Learning Strategy to Foster Communicative Competences of
Freshmen Students at Institución Educativa San Vicente Ferrer**

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Maestría en Mediación Pedagógica en el Aprendizaje del Inglés

2023

Dedication

I am grateful to my son, Ismael, for teaching me that regardless of our dissimilarities; every individual possesses unique qualities that make them special. To my husband, who has always supported my dreams, believed in them, and given me the wings to pursue academic and professional success and to my parents and sister, who have unwaveringly stood by me through my toughest times. Lastly to my students, whose invaluable insights and experiences have motivated me to transcend traditional teaching boundaries. Their lessons have inspired me to integrate both the academic and holistic aspects of each individual, fostering a well-rounded and inclusive pedagogical approach.

Acknowledgments

First and foremost, I am grateful to God for granting me the opportunity to pursue this magnificent master's degree, which has allowed me to reflect on my pedagogical practices and innovate within them. I would like to express my gratitude to my son for patiently waiting for me throughout this journey. To my spouse, thank you for understanding, supporting, believing in me, and providing the encouragement to move forward. To my family, thank you for your unconditional love. I extend my appreciation to Professor Edith Grande Triviño for her support and encouragement throughout the process. I am also thankful to Professor Diana Gomez for her unwavering support. Lastly, I am indebted to all the teachers who have accompanied me since the beginning of this master's program, showcasing their excellent pedagogical practices that are worth emulating and perpetuating.

	Resumen Analítico en Educación (RAE)
	Información General
Tipo de Documento	Proyecto de Investigación
Acceso al Documento	Proyecto de investigación para optar al título de Magister en
	Mediación Pedagógica del Aprendizaje del Inglés
Título del Documento	Implementing a project based learning strategy to foster communicative competences of freshmen students at Institución educativa San Vicente Ferrer
Autor	Nadia Castaño Noreña
Publicación	2023
Palabras Clave	Project based learning, cooperative work, language anxiety, action research
Description	This research proposal describes a problem identified in I.E San Vicente Ferrer located in San Vicente Ferrer Antioquia. The students of ninth grade are reluctant to talk in English class and prefer working individually or working with the same partners. As a result, it is critical to identify the root causes of this problem and to implement a pedagogical strategy that improves communication competence, group collaboration, and reduces anxiety levels to talk in English in the classroom. This research proposal follows the characteristics of a qualitative design, focusing on the action research methodology. For instance, the

data collection methods chosen are interviews, field reports and transcripts of the students' oral performances. In addition, it includes an action plan of the different activities to carry out, in order to contribute to the solving of the problem. Observational notes, transcripts of learners' spoken performances, and one interview were used to gather information regarding the learning experience. For the data analysis, grounded theory was used, and three primary conclusions emerged as a result: (1) Project-based learning promoted students to boost oral output via the development of lexical competence, (2) assisted them in overcoming their anxieties of speaking in a second language, and (3) encouraged them to collaborate in groups.

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Content

The document compiles and provides the following structure: cover page, RAE (analytical summary of the document), abstract, table of contents, list of tables, list of appendices, introduction, statement of the problem, justification, objectives, literature review (state of the art, theoretical and conceptual framework), methodological design, analysis and interpretation of the information, results, conclusions, and recommendations, references and appendices.

Methodology

This research investigated the role of ninth-grade students regarding creation of information centered on their own imagined and near reality. That is, by completing different projects, students had the chance to get to know their classmates and themselves. So, it is necessary to use Creswell (2017) and Lincoln and Guba (2000) ideas about how citizens perceive the environment in which they reside and function to promote this study initiative. In these circumstances, pupils, persons, or associations derive subjective sense through the interactions and creation of situations by contact with others. So, it is important to view the students' atmosphere as suitable environments for students to address challenges, issues, and achievements that they can recognize, remember, and appreciate in such places.

This study is a good example of qualitative analysis. According to Creswell (2003), qualitative analysis is an interdisciplinary applied research approach used to truly comprehend when and how specific habits arise. Researchers look for interpret contexts that individuals have created, or how individuals give meaning of the environment and their interactions in it. As an analytical and interpretive analysis, the researcher attempts to identify and explain, through theory and experiential views, the student' attitudes, activities, and verbal outcomes that enable them to improve their ability to talk and create significance in English designing

and developing tasks. Qualitative analysis gives importance to the setting. This entails considering, hiring, and capitalizing on the activities and incidents that occur in the class, taking into account the background, needs, and desires of pupils. These specific factors are beneficial in the English as a foreign language climate.

The research is qualitative since it analyzes evidence using procedures for induction derived from close assessment of the phenomena under review. In this case, the subject under consideration is how ninth-grade students' oral productions can be enhanced by using a pedagogical strategy, thus reducing anxiety in the English classroom. According to Lincoln and Guba (2006), “qualitative analysis focuses on developing partnerships with people, taking decisions, and encouraging and supporting fairness, and study should be measured accordingly” (p. 410).

This was an action research project. In the classroom, action research includes all of the steps that must be taken to tackle a specific issue (J. Bell, 2005). The teacher-researcher perform the following phases in each cycle: intend to generate a difference, conduct and supervise the execution phase, as well as consider potential results in the future (Kemmis, McTaggart, & Nixon, 2014). Specifically, the study took three stages to handle the problem by enabling EFL students to enhance their communication skills and by developing and implementing one project for each phase (see Table 1) In addition, it recognized how students responded to the projects' formation and accomplishment employing data gathering methods, and (4) remarked on the encounter by reviewing the data acquired in order to draw conclusions. (Parsons & Brown, 2002).

There were 36 students from the class of 903 (ninth graders), 23 females and 13 males. As mentioned in the problem statement, some students are uninterested in class; some

understand the importance of using English, but they are shy and lack confidence when required to talk in English. The majority of the students show apprehension about talking in the foreign language. Despite this, the students make an effort to participate in class events.

Non-probability sampling was used in this analysis because the researcher's data focused on specific characteristics of the community (Ritchie et al, 2003). The participants in this analysis were chosen using both purposeful and convenience sampling. With the aim to focus on the study query, the researcher paid attention on the basic characteristics of ninth-grade participants' original verbal achievement in English and the way that outcomes vary during the study. It would also be a homogeneous selection in the way that the investigator will choose volunteers based on shared variables like age, social class, and habits and perceptions toward foreign language speaking activities.

This research includes 36 pupils, 13 boys and 23 girls. They range in age from 12 to 16. The students are in 903 and express similar behavior when it comes to oral activities. As a consequence, the researcher chose fifteen students; five of those students had a fair level of oral English proficiency, five of them had a high level of achievement, and five had a weak English proficiency. These students were chosen taking into account their previous English performance since the researcher started the project when they were in 803 .The idea is to provide a reasonable and balanced selection of the students and observe the development while carrying out the study.

Four tools were used to gather information regarding the circumstances, the language level, and the manner in which students' oral output was impacted by their classroom tasks.

The first one was the results of the pre-test and post -test that showed the oral communicative improvement of students. Second, following the recommendations of Johnson

and Christensen (2012), field notes were taken in all classes and immediately after the class had finished with the assistance of video tapes, and students engaged throughout the duration of each project.

Additionally, extended notes were created immediately finished the class session by changing the words or typing directly onto a computer the transcripts of students' comments. These field notes were complemented with analytical remarks on the experience from the teacher-researchers who were there.

Third, throughout the creation of the projects, transcriptions of students' oral products were made and used to reflect verbatim spoken language in writing form. This was the third instrument (Bailey, 2008). The transcripts provided by the participants enabled the researchers to examine their speech output during the communication circumstances.

Finally, at the end of the intervention, an interview was applied in order to identify the perceptions of the sample chosen.

They broadcasted the speech in real time to viewers (Yin, 2011). Despite the fact that transcribing oral language was an exhausting method, some features of students' oral production to finish the activities were more easily found, such as the lexicon and language proficiency they had, the challenges they had with English achievement, and the relationships established through the project's implementation.

Participants' own thoughts regarding the event were solicited via interviews, which served as the third instrument used by the researchers to gather pertinent information from them.

In addition to collecting additional data that was not tactile or visible (Patton, 2002; Seidman, 2006), they were also beneficial in gathering information on participants' thoughts,

feelings, and views of the issue under inquiry. Taking place towards the conclusion of the program, the interviews were done in Spanish and in small groups. Using the AtlasTi 9.0 software, the material obtained was organized into folders and systematized.

Results

The data revealed that project-based learning performed a considerable position in inspiring students to enhance their speaking skill, as they had a powerful demand to know words and exchange views in order to interact and accomplish the activities necessary in the tasks throughout the instructional intervention, as evidenced in the data. This result was significant because it altered students' views of the English class, which was important since they had previously expressed a lack of interest in speaking in regular courses, as indicated in the description of the issue before the intervention took place.

In conclusion this strategy helped students to increase oral abilities through the use of vocabulary while working together on the projects, such as (1) preparing interviews; (2) practicing questions appropriately during different project phases (interviewing a classmate, interviewing their schoolmates, etc.); and (3) practicing questions appropriately during the different project phases (interviewing a classmate, interviewing their schoolmates, etc.).

This strategy, assisted students in overcoming their anxieties about speaking in their second language, relates to transactional techniques that EFL students use to overcome their phobias when confronted with oral tasks. As a result, this component proved how ninth graders, even though original negative thoughts such as stress, uncertainty, and shyness when asked to use their second language in verbal activities, have been willing to surmount these uncomfortable feelings in order to accomplish the tasks that were delegated to transcend fears about talking in English.

According to the findings, students were required to organize and practice their verbal production in order to overcome their fears and concerns about communicating in a second language. Additionally, students used English and Spanish in the various stages of each task in order to confront their fears about communicating in a second language. The process began with classmates cooperating during their first project, throughout which it was discovered that they had numerous shortcomings in lexicon, sentence construction, and diction.

The findings revealed that in order to overcome their anxieties about speaking in a second language, learners needed to plan and practice their oral output; in addition, learners employed translation between English and Spanish in the various phases of each task. Early in the procedure, when students were collaborating on their first performance, it was observed that they had many drawbacks in terms of lexicon, syntax, and pronunciation, and as a result, they had feelings of shame and reticence; These students were fearful of being ridiculed by their classmates, as well as apprehensive about what their instructor would say of their oral presentations.

The researcher derived conclusions from the data gathered on the types and qualities of teamwork that students engage in while working on their individual project proposals or group projects. Students' autonomy and free development were enhanced as a result of the project's semi-structured nature, and the creation of groups was an integral aspect of the students' autonomy and free growth.

One of the features discovered in the gathered data was the influence of social contact of students with a skilled peer during their group work, which was described as the zone of proximal growth, on their performance. In this view, the task of a group was completed as a result of the role that the skilled peer performed in the interests of his or her colleagues.

Students were able to get excellent outcomes in terms of group work efficiency as a consequence of this collaborative method.

Neither the working technique nor the response to an instruction delivered by the instructor had been previously organized. The pupils were given complete freedom to choose how they wanted to work in small groups.

This directed and encouraged their partners to engage and to work actively to reach a shared objective as a consequence of their free evolution to become associated to and conform their groups with "more competent people" (Oxford, 1997).

Conclusions

This study experience has led to the conclusion that incorporating problem-based learning into English language learning encourages students to improve their oral skills. It was necessary for learners to negotiate meaning orally in order to achieve the speaking competence, and this was a learning process that was primarily dictated by the requirement for them to improve their lexical and grammatical abilities. In the study, it was discovered that they were more interested in learning language in order to transmit messages connected to their own interests and academic demands than they were in just memorizing vocabulary, as is normally done in many EFL programs.

They experienced considerable reductions in fear, anxiety, and tension as a result of peer assistance, in which they asked for and supplied each other with terminology and phrases, and in which they requested the instructor to assist them in constructing sentences in oral form. Code-switching and translating were two other strategies that they used to address their hesitations about talking, as they were happier when they could confirm in their native language that their oral outputs were right and comprehended in their native language. Also

note that these individuals never ceased speaking Spanish, which was their native tongue, during the duration of the initiatives. This was especially significant since this was their debut time involved in the project and they discovered it challenging at sometimes to orally explain their views and beliefs to others.

Learners were more responsible and independent while working on projects; they took on the roles of investigators and problem solvers as a result of having to make judgments, share opinions, and come to arrangements over the measures that the projects needed. Students were more excited to study because they were both busy and engaged in hands-on learning, even though it took a long time and required a lot of preparation from both the students and the teachers.

Furthermore, according to the findings of this research, project based learning should be adopted in various English as a foreign language setting, notably in public schools in our country, where students do not have the chances to practice the language and where the communicative competence is the least exercised ability among them. In PBL, students don't just learn grammar. They also do oral tasks in which they use English to communicate as well as get information and knowledge.

Abstract

This research proposal describes a problem identified in I.E San Vicente Ferrer located in San Vicente Ferrer Antioquia. The students of ninth grade are reluctant to talk in English class and prefer working individually or working with the same partners. As a result, it is critical to identify the root causes of this problem and to implement a pedagogical strategy that improves communication competence, group collaboration, and reduces anxiety levels to talk in English in the classroom. This research proposal follows the characteristics of a qualitative design, focusing on the action research methodology. In addition, it includes an action plan of the different activities to carry out, in order to contribute to the solving of the problem. Pre- test and post- test, observational notes, transcripts of learners' spoken performances, and interviews were used to gather information regarding the learning experience. For the data analysis, grounded theory was used, and three primary conclusions emerged as a result: (1) Project-based learning promoted students to boost oral output via the development of lexical competence, (2) assisted those in overcoming their anxieties of speaking in a second language, and (3) encouraged them to collaborate in groups.

Keywords: cooperative learning, communicative skills, language anxiety, oral performance, pedagogical strategies.

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Introduction to the Research Study

This study was about action-research, which uses descriptive methods to look into, explain, and give an answer to the study question that was set out at the beginning of this project. The objective of this research study was to reframe and verify the speaking production of freshmen students at Institución Educativa San Vicente Ferrer, located in San Vicente, Antioquia, Colombia, by employing a variety of criteria that were chosen in conformity with the description of the problem.

This research was crafted using the projects that were generated with freshmen students at Institución educativa San Vicente Ferrer inside the English classes. For the purpose of this study, all of the pedagogical interventions were carried out by means of the project-based learning approach (PBL). This method not only helped with all of the steps followed in the research, but it also gave the author, the students, and the teachers the chance to use a variety of different ways to improve their English-speaking skills.

This report was created to support a group of EFL students from the I.E San Vicente Ferrer in their efforts to improve their English-speaking skills. To achieve this goal, an action research proposal was developed to explore how students could enhance their oral proficiency through a specific pedagogical strategy. By focusing on oral expression skills, the students were given the opportunity to develop their communication abilities, which will enable them to negotiate meaning in a variety of situations that require the use of all four language skills. This report serves as a valuable resource for teachers and educators who wish to implement effective teaching strategies that prioritize the development of oral competence in their EFL students. With the use of innovative teaching methods, students can become more confident and effective communicators in English, which can benefit them in their personal and professional lives.

The desire to assist these learners in developing their capacity to communicate in a foreign language stem from a variety of factors, some of which were unique to the community and participants in this study. As a result, this proposal contains five chapters. The initial chapter of the research paper introduces the study and includes details such as the research question, the problem being investigated, the goals of the study, and the chosen research methods. In the second chapter, previous studies related to the problem and methodologies are explored to establish a philosophical and theoretical framework for the research proposal. The third chapter focuses on the research design and the method and strategy used, while considering ethical guidelines and information gathering procedures. The fourth chapter discusses the research variables and how they were operationalized, as well as the data analysis process. The fifth chapter presents the findings of the research, including the impact on pedagogy and any limitations encountered during implementation. Finally, the conclusions of the research paper are presented. The researcher used four data collection tools, including pretest and posttest, field notes, student transcriptions, and interviews, and analyzed the data using relevant theories to demonstrate the social and cognitive effects of the pedagogical method used for teaching English as a foreign language.

Context of the Research Problem

The primary objective of the initial chapter is to provide a comprehensive understanding of the study problem, including the research question that prompted it, the overarching and specific goals, the rationale behind conducting the study, the contextual factors that influenced it, the variables involved, the target population, and the educational setting where the research methodology was implemented. Furthermore, this chapter aims to introduce the key concepts and scholars who supported the study.

This study was carried out at Institución educativa San Vicente Ferrer, a public school in San Vicente Ferrer Antioquia. The school has around one thousand students in secondary and it is characterized by forming integral human beings, capable of knowing, analyzing, and transforming their socio-cultural environment. In the same way, it wants students to respect their own rights and the rights of others, recognizing the dignity of everyone in their community. It does this by helping students develop their cognitive skills and research skills that help them become competent, enterprising, responsible people with a strong sense of social and natural commitment. The institution is a leader in training people to live together peacefully. This is achieved through providing individuals with a technological, entrepreneurial, and environmental outlook and encouraging critical thinking and curiosity. Moreover, it enables the educational community to have a say in the development of institutions and municipalities and encourages the exploration of novel teaching methods that cater to both local and global contexts.

The problem selected to guide the research project involved two distinct variables, with the first being the deficient English proficiency of ninth-grade students, which led to a decline in their participation and communication levels. The second issue was that most of the pupils favored working on the same groups rather than collaborating with other people. Due to their

minimal interaction with an English-speaking community, students at I.E San Vicente Ferrer have limited usage of English (L2). This tendency was often aided by the educational methods by which they were taught. This is more popular in many EFL environments, where students use little to non-English and the chance to use English is in the academic environment. Although students were usually introduced to grammar, reading, listening, and writing exercises (the ones that students mainly performed in L2 classes three hours a week), communicative competence is listed, due to various restrictions, as the least developed language ability. One of the main difficulties when developing oral skills is the students' shortage of vocabulary. Students understand that they are unable to talk and engage verbally in class because they do not know how to articulate their thoughts, and this circumstance leads them to feel fearful, uncomfortable, and shy. Tokoz-Goktepe (2014) suggests that students' inability to communicate effectively in English could be attributed to personal factors, including limited knowledge of the language and its content, insufficient exposure to the language in different contexts, and ineffective instructional practices and materials in the classroom. These challenges may hinder students' ability to engage in meaningful conversations, understand spoken language, and express their ideas effectively. Therefore, language teachers need to create opportunities for students to interact with the language in a variety of settings, integrate real-world content into their instruction, and use effective teaching strategies and materials that align with students' needs and goals. With such an approach, students can develop their communicative competence and feel more confident and motivated in using English for communication.

Another factor that was analyzed in the class was the students' interactions with their pairs. The students tended to operate in groups, though mostly with their nearest peers, and this circumstance contributed to a constant communication in Spanish, which they are accustomed to

doing in other ways, such as other classrooms in their mother tongue, at recess, and while they participate in extra- curricular activities. Considering that in previous years, English teachers have focused on grammatical exercises instead of enhancing students' communication skills, many of them do not see the need to speak in English, making use of Spanish most of the time. Students prefer to speak in their native language. They say that they don't know how to pronounce well and that no one has taught them how to pronounce. They say that they prefer to speak in Spanish to avoid being laughed at and to be understood by their peers.

Horst et al. (2010) conducted research to determine how teaching students in their home language helps students increase their knowledge while learning another language. The researchers hypothesized that it could be beneficial to the students' overall learning to draw connections between their first language and their foreign language. The scientists found that despite asserting that the incorporation of mother tongue in certain situations was a significant factor when studying a foreign language, the educators they identified greatly preferred to ignore the aspects pertaining to mother tongue to enhance the quality of the foreign language due to some unease about the likelihood of becoming confused, which raised intervention in the brains of the learners. This was the case even though the investigators said it was a good idea to use mother tongue in these situations when studying a foreign language.

The students encountered difficulties with certain English words as their correct pronunciation and spelling were not the same. In addition, their English vocabulary was limited, resulting in them frequently resorting to Spanish when they lacked the appropriate English terms. This was due to their inadequate knowledge of English words. Thirdly, when the instructor delivered some directions in English, the students could not understand what was being said. They were unable to grasp the meaning of the instructor's explanation. Because of such issues,

the pupils were subdued and timid. As a consequence, they lacked both the motivation and the confidence to express themselves. Based on what has been said so far, one might think that the kids didn't know how to talk to each other in English.

In keeping with the techniques and methodologies, most of the educational interventions that took place in the classrooms demonstrated that most of students were unable to link the significance to the information, which meant that they learned separate phrases without building links. Because of this, it was important to build strong connections between the students and their understanding of the target language. Most of the students did not participate and could not explain what they knew. They seemed embarrassed and afraid, and they answered most of the times in their mother tongue.

As was said before, the primary objective of this study procedure was to develop oral output in English via the usage of project-based learning, which is a classroom teaching that is used to instruct foreign or second languages. There were numerous activities that could be used to teach speaking skills that were linked to real-world and realistic concerns and difficulties. Project based learning was a solution that could be used to overcome the hurdles that were in the way of teaching speaking skills (Klein, 2009) The suggestion was made that incorporating project-based learning in the English classroom would foster greater student independence and encourage active, student-centered approaches to literacy instruction. (Philips, 2000). Additionally, it helps kids feel more secure in themselves (Klein, 2009). In addition to this, it engages in activities of self-directed learning, which range from memorization and repetition to discovery, integration, and presentation; from paying attention and responding to interacting and assuming charge; from having factual information, words, and information to being aware of

procedures; from principles to the development of a conceptual model; and from being reliant on an instructor to becoming compelled (Candau, 2003).

Research Question and Objectives

Research Question

How does the project-based learning approach contribute to fostering oral production in freshmen students at Institución Educativa San Vicente Ferrer?

General Research Objective

To foster EFL oral production by implementing a project based learning methodology with freshmen students at Institución educativa San Vicente Ferrer.

Specific Research Objectives

To implement the project based learning methodology to enhance oral communication

To identify the benefits of the project based learning methodology in oral communication

To analyze the collaborative strategies used by students planning their different projects

Rationale of the Research

Acquiring fluency in a foreign language is a difficult task, and it takes more than just studying for a long time. Developing communicative competence in EFL can be particularly challenging, especially in public schools, despite the best efforts of teachers to teach the four language skills. Several factors make it difficult to develop communicative competence in EFL. For one thing, the learning environment, learners' expectations, constraints, and potentialities contribute to these challenges. On the other hand, adopting a more communicative perspective necessitates a rethinking of educational approaches. Therefore, teachers need to use innovative strategies that focus on developing communicative competence in students and create a learning environment that promotes communicative activities. Such an approach will enable students to practice and improve their speaking, listening, reading, and writing skills, which are essential for successful communication.

The primary goal of this research was to explore how freshmen students could improve their speaking skills in an educational environment where speaking was not given much emphasis. The research aimed to investigate and provide a detailed description of the strategies employed by the students to enhance their speaking abilities, with the goal of making the learning process more meaningful and communicative.

As the students had no other chances beyond the classroom to practice their English-speaking skills, it became imperative to include projects within the classroom that were significant to their lives and circumstances. Alzedjali (2009) has observed that EFL students have limited opportunities to speak English and do not interact with natural English speakers or international communities. Therefore, the teacher-researcher should design appropriate tasks and activities to provide students with an environment that facilitates speaking practice.

Moreover, the study also aimed to address the challenges associated with developing speaking skills in an EFL context. The lack of emphasis on speaking, limited interaction with native speakers, and the inability to use the language for communicative purposes were some of the significant challenges. In light of these challenges, the teacher-researcher needs to incorporate innovative teaching methods that are both engaging and meaningful. This can be done through designing activities that encourage students to speak about their own experiences and participate in collaborative projects. By doing so, students will have more opportunities to practice speaking, which will ultimately enhance their speaking skills. Doyle (2018) contends that the cultivation of learning opportunities inside the classroom contributes to the facilitation of educational attainment. As a result, in order to improve one's speaking ability, it is necessary to take into account the environments in which learners operate and the requirements of those learners, such as those described in the issue statement. When learners are actively involved in the learning process, they tend to gain self-confidence and develop a positive attitude towards learning, which can have a direct impact on their ability to perform well in any given activity. The process of language learning is often considered organic, meaning that it occurs naturally as learners engage in meaningful and authentic activities. As a result, they will develop their speaking skills more effectively and efficiently, as they will be more motivated to communicate with others and use the language in different contexts. In addition, being actively engaged in the learning process also allows learners to take more responsibility for their own learning, which is essential for long-term success. Teachers can create a learning environment that encourages active participation and collaboration, which can help students develop their speaking skills and become more proficient in the target language. In light of the description of how Project-Based Learning might be implemented, it is hoped that the students' communication abilities will

eventually become more developed. Project-based learning has the potential to help students communicate better because it puts them in situations where they have to do a project and work together to solve a problem.

Larmer and Mergendoller (2010) define project-based learning as an educational approach that allows students to integrate their knowledge from various subjects and apply it critically and creatively to real-world situations. Through this process, students' knowledge is enhanced, and they develop skills like independent study, communication, and cooperation, which prepare them for future education and challenges. Bok (2007) suggests that project-based learning can benefit students who struggle with speaking by engaging them in creative activities that challenge them to create something remarkable using real-world materials in a realistic setting, which can inspire and motivate them to communicate effectively. Finally, Bok recommends that students share their work with their peers at the end of the project.

Project-based learning, which is based on the principles presented by Banchi and Bell (2008), offers tasks to students that allow them the opportunity to improve their speaking abilities by making use of a variety of different learning domains. By studying various projects as the primary activity, students can enhance their level of vocabulary mastery. This helps students deal with the issue and explain their points of view by giving them a wide range of words to choose from.

Students' understanding of grammar may be improved using Project-Based Learning (PBL) by participating in various activities that involve a range of structures related to the subject, including difficult ones. A presentation on the project will need to be given by the students in order to explain or hand over the end product of the project to the other students. To convey the message effectively, fluency in speech is required. Students may improve their

pronunciation of English words by using project-based learning, which emphasizes keywords like vocabulary. This helps students hear English words more clearly. The students will receive guidance on studying techniques to guarantee that the project's content is comprehensible, appropriately targeted, and appropriate for both the intended audience and the objective.

(Cameron, 2001).

Scope and Limitations

The purpose of this research study was to investigate how project-based learning could enhance the oral production skills of freshman students at Institución educativa San Vicente Ferrer. Project-based learning involves incorporating students' interests, strengths, and weaknesses into classroom projects that encourage cooperative and collaborative work. Each project includes research questions that promote critical thinking and reflection on the students' social and cultural contexts. The study focused solely on spoken English since the aim was to identify factors that contribute to students expressing their thoughts and opinions effectively.

Freshmen students were selected as participants because they were capable of utilizing the various tactics and resources required for project-based learning. However, there were several limitations to the study's implementation. First, there was a time constraint since project-based learning involves multiple stages that require a considerable amount of time to complete, and English classes were only three hours per week. Second, some students lacked adequate English language skills, making it difficult for them to communicate their ideas effectively. Third, the teacher-researcher had to balance their roles as an instructor and researcher, making it challenging to monitor students' experiences and provide guidance throughout the study. The teacher had to act as a mentor to each student or group, which was time-consuming and challenging to implement. The teacher also had to gather data and take notes during students' exercises.

Introduction to the Literature Review

The goal of this research project is to improve freshmen students' oral production in English as a Foreign Language (EFL) classroom at a public school in San Vicente Ferrer. One approach to achieving this goal is by utilizing project-based learning as a teaching strategy, which will be discussed in more detail in the subsequent sections. This approach is considered a pedagogical intervention, aimed at creating a learning environment that encourages students to participate actively in the learning process.

Through this approach, students are expected to develop a deeper understanding of the subject matter by applying their knowledge and skills to real-world situations. By actively engaging in the learning process, students can acquire a sense of ownership over their education, which can lead to better learning outcomes. Additionally, project-based learning provides an opportunity for students to collaborate with their peers, develop critical thinking skills, and enhance their problem-solving abilities. Conducting a study on project-based in the foreign language classroom, in this case English, requires adopting a frame of reference that defines the concepts of speaking skills, and project based learning in order to circumscribe the research in a theoretical line that provides foundations for the interpretation and analysis of the information collected. The chosen theories must be put into context. This means that their meaning will be based on the circumstances of the object of study and the proposed research goals. Therefore, each methodological approach needs to be defined in order to figure out which is the best one to use with freshmen students.

State of the Art

Project Based Learning

It is important to bolster this study regarding PBL (project-based learning) and its influence on the development of English-speaking skills by referring to some earlier studies that was made in certain places throughout the globe. As will be shown in the next section, the articles that were identified show that PBL may lead to beneficial results in terms of the enhancement of speaking ability.

In the research conducted by Permatasari (2013), *Improving Students' Speaking Skill through Project Based Learning for Second Graders of SMPN1 Kawedan, Magetan*, the author found that students' speaking skills improved when they participated in project-based learning throughout their second-grade year. Her primary purpose was to investigate how project-based learning (PBL) may help students enhance their speaking skills. The involvement of students, their performance, and the projects they worked on were the subjects of the study topics that she sought to investigate. She worked with twenty-four second grade students on an action research project in the classroom, which included the following stages: planning, carrying out the study, analyzing the results, and drawing conclusions. In addition to this, she worked in two distinct cycles. The first cycle was used to detect the issue, and the second cycle was used to support the first, which resulted in an increase in the quality of the speaker's performance. In addition to this, she used student workbooks, polls, and questionnaires, as well as field notes and observation sheets. Because of this, she explained how project-based learning helps students improve their public speaking abilities by having them participate in group discussions. In addition to it, she came to the following conclusions: Students are more likely to participate, perform better in the classroom, and effectively present their projects at the conclusion of the allotted time period

when the curriculum is project-based. Students get a sense of self-assurance as a result of their consistent engagement with their peer group. Working in groups is preferable since the activity may initially be carried out with the interaction of a small group, and then later on, additional students can be included in a large group, which allows them to overcome their fear of interacting with other people. Last but not least, students find speaking English more enjoyable when they do projects on engaging subjects, such as tourism in their community.

Project-Based Learning in Improving the Students' Speaking Skill

In the research on *The Use of Project-Based Learning in Improving the Students' Speaking Skills* conducted by Maulany (2013), the author suggested doing more study in this area, which is linked to the issue. Her research focused on how students' speaking abilities may be improved via the use of project-based learning. This research was conducted with the purpose of determining whether or not PBL is successful in helping students develop their speaking skills. The researcher formulated research inquiries centered on the elements of oral communication that experience enhancement as a result of project-based learning (PBL), as well as the categories of speaking exercises applied within PBL. Subsequently, she executed a two-phase action research endeavor, involving ongoing participatory observation throughout eight sessions. Furthermore, she evaluated elementary school students' oral communication skills three times (pre-test, post-test 1, and post-test 2). This qualitative study found that PBL enhances students' English-speaking ability by facilitating a strong comprehension level, vocabulary, grammar, and pronunciation. The findings of this research indicate that PBL activities such as storytelling, Q&A sessions, debates, role-playing, and games have a positive impact on students' oral communication skills. Finally, students can improve their language skills by taking part in a wide range of activities.

Project-Based its Effect and Implementation in Speaking

Furthermore, Rochmahwati (2015) performed a study on the utilization of project-based learning for enhancing students' speaking proficiency. The research focused on evaluating the efficiency and application of the approach. The main objective of the study was to examine the influence of PBL on the development of speaking abilities and determine the optimal way to implement it. She collected data using surveys, examinations, interviews, and observation in the form of an integrated quantitative and qualitative design. A casual comparison was done using these 70 student samples as part of the process. As a result, PBL had a considerable impact on the kids' ability to communicate orally. The study produced various findings that indicate that PBL has a significant effect on the enhancement of students' speaking abilities, particularly when working on intriguing subjects like local stories, legends, or traditional cuisine. These outcomes were the result of the research conducted. To improve speaking skills, PBL should be executed in a specific order, beginning with dividing the class, then introducing the project, and concluding with presenting the project. Additionally, three key features are crucial for the successful implementation of PBL in the classroom: creating groups with an appropriate size, explaining the topic clearly, and fostering a supportive atmosphere during project implementation.

Vaca and Gómez (2017) conducted a study to investigate how project-based learning might boost the oral output of English as Foreign Language (EFL) students attending public schools. Implementing projects was the primary means by which they planned to accomplish their primary goal of improving EFL students' English-speaking abilities. The most important issue that guided this line of inquiry was how students in the ninth grade may benefit from project-based learning in terms of their English language skills. An action research study with

four cycles - preparation, action, observation, and reflection - was conducted by the researchers. Various materials, including field notes, interview transcripts, and an interview, were used to support their inquiry. The study produced three primary hypotheses and findings. The first was that the application of PBL assisted students in improving their communication abilities. Second, kids see a reduction in the amount of fear and insecurity that they have. On the other hand, they report that PBL makes them feel less secure while doing research. Because these kids don't live in a country where English is the main language, PBL gives them a chance to improve their spoken English.

Project Based Techniques to Improve Speaking Skills

Dewi's (2016) study conducted in Banda Aceh, Indonesia, titled "Enhancing Speaking Skills through Project-Based Techniques," aimed to investigate the impact of project-based instruction on the speaking proficiency of eleven-year-old students. The research was divided into two segments, each comprising three distinct sessions. Both the researcher and the students completed observation sheets, quizzes, and questionnaires to gather the essential data for analysis. At the culmination of the project, the students were provided with questionnaires to express their agreement or disagreement with statements concerning the effectiveness of project-based learning. Dewi (2016) chose to use PBL in the teaching of speaking by following the phases suggested by Bell (2010), which were to begin with conjecture, then design, then conduct, and finally perform. The first phase in the process was when the students and the professors decided what the project would be about. This decision was made with consideration given to the lessons being covered as well as the interests and requirements of the students. The second phase consisted of forming groups, delegating responsibilities, and deciding on a technique. In the third stage, the students carried out the activities associated with the project. These activities included

obtaining information and speaking with the instructor on any issues that arose in the course of their work. The last stage, which was when the kids performed in front of the class, was the last step. At the end of the study, the researcher came to the conclusion that the PBL approach may help students learn how to speak better. Along the same lines, the results of the surveys that were given to the students suggested that using this method might assist pupils in becoming more motivated.

Teaching Vocabulary Through PBL

Salazar and Murillo (2016) undertook a study quite akin to this one, aiming to instruct vocabulary to twenty-three 9th grade students at a public school in Pereira, Colombia, who were utilizing the project-based learning instructional technique. The researchers opted for the utilization of the five stages outlined by Donnelly and Fitzmaurice (2005) in their study. The current article examines the efficacy of collaborative project-based learning (PBL) and problem-based learning (PBL) within higher education, focusing on the roles of tutors and students in approaches centered around the learners. This research differs from the approach adopted by Dewi (2016), who adhered to the methodology suggested by Bell (2010). According to the study, the first step in this process was to identify areas of interest shared by the students. The second phase involved research, during which groups were formed, a project name was decided, and responsibility was accepted. The third step involved handling the first draft of the project, which was then revised based on suggestions made by facilitators, followed by submission of the final project.

In their study, Salazar, and Murillo (2016) utilized a range of materials including academic literature, movies, and presentations from industry professionals. Their investigation highlighted the significance of comprehending students' requirements and preferences for

fostering a constructive learning experience. Furthermore, the researchers agreed with Dewi's (2016) conclusions, affirming that project-based learning (PBL) stood as a notably efficient approach in English education. This approach not only accelerated and improved learning outcome but also fostered the cultivation of research competencies and inventive concepts. PBL's effectiveness can be attributed to its ability to stimulate collaboration among students, enable active participation, and enhance critical thinking skills. Overall, the study emphasizes the importance of learner-focused approaches in higher education, with a particular focus on collaborative PBL and PBL. To summarize, the research that was discussed earlier lends credence to the concept of the project that proposes teaching speaking skills to first-year students via the use of project-based learning. Because of this, Dewi (2016) focused mostly on improving their speaking ability, which is closely connected to the concept of the project, which was to concentrate on improving people's speaking abilities. Furthermore, Salazar and Murillo (2016) formulated their research study within a ninth-grade environment within a public school situated in Pereira. The researcher posits that this endeavor serves as a model for implementing similar strategies within the local context. The intention is to replicate the classroom project within the same setting as the one originally devised by Salazar and Murillo (2016). On the other hand, there are a few key distinctions to be made between the studies that were discussed and the activity in the classroom.

The population of Dewi in 2016 consisted of students in the 11th grade, whereas these pupils were first-year students. In addition, Salazar, and Murillo (2016) concentrated on enhancing vocabulary, while the researcher intended to work on strengthening students' ability to communicate verbally. Since these studies led to interesting and useful results for the people who took part, the researcher is now in a better position to draw conclusions. a comprehension of the

inner workings of project-based learning and how it contributes to the acquisition of linguistic competence in a second language. She believes that by using PBL, she would be able to fulfill the primary goal of providing students with the chance to develop their oral skills. This assumption is based on the favorable results that were gained in the prior research. The goal of the researcher is not only to improve the participants' ability to communicate in a foreign language but also to demonstrate to the participants that it is possible for them to be inspired to talk about a subject that is relevant to them while using a language that is not their first language.

Theoretical Framework

Nature of Speaking

To speak a language fluently, it is not enough to simply know the grammar, vocabulary, and pronunciation rules. According to Harmer (2001, p. 269), fluency requires not only the mastery of specific language skills but also the ability to process information and language quickly and accurately in real-time situations. In the past, people believed that teaching grammar, vocabulary, and pronunciation would automatically lead to fluency in the target language. However, it is now widely understood that fluency involves a complex interplay of various cognitive and linguistic factors. These factors include speech production, conceptualization and formulation, articulation, self-monitoring and repair, automaticity, fluency, and managing conversations. Therefore, achieving fluency in a foreign language requires a multifaceted approach that involves mastering all of these skills and areas of knowledge.

First, a person's speech is made one word at a time in response to the words of the person to whom they are speaking. Speech is spontaneous, but it is not unplanned. However, there isn't much time to prepare. The creation of speech happens in real time; phrases are produced after words, and words are produced after phrases. Second, the words need to be selected, and their meanings, as well as their meanings in context, need to be mapped out at the discourse, syntax, and vocabulary levels. In addition, it will have the exact sounds of each word, as well as where the stress should go and how to use intonation or pitch direction in a meaningful way. Third, making sounds is called "articulation," and it requires the use of the speech organs. According to Thornburry (2005), the lungs are responsible for the production of air, which is then forced down the vocal cords and formed by the location of the tongue, teeth, and lips as well as their movement. To make vowel sounds, the tongue and lips work together. To make consonant

sounds, the airflow is blocked, for example, by tightening the lips and teeth. Vowel sounds are created when the tongue and lips work together to make a vowel sound. Fourth, During the process of conceptualization, formulation, and articulation, self-monitoring takes place simultaneously. At the formulation stage, it can cause delays or interruptions, followed by revising and rephrasing the speech. Additionally, automaticity enables speakers to concentrate on the current aspect of the speaking task that demands their attention, such as planning or articulating the speech. Automaticity is a crucial component in the acquisition of any level of fluency. Fluency in the sixth is the goal. Shumin (2002) says that speakers have to put pauses in the right places, especially when they are taking a breath. In a sentence that sounds natural, pauses are placed at the junctions of sentences and after clusters of words. The length of the run is an important part of figuring out how fluent the speaker is. The longer the run, the more natural and unaffected the speaker's delivery will sound. Lastly, interaction, turn-taking, and paralinguistic skills are all required for managing discussions. Shumin (2002) argues that it is not advisable for multiple people to speak at the same time for a prolonged duration. Nonverbal communication techniques, such as eye contact and body language, are referred to as paralinguistics. When conversing over the phone, it is crucial to be mindful of your tone of voice, rhythm, and use of pauses.

The Speaking Ability

When it comes to speaking, there are two kinds of knowledge: knowledge of the parts of language (also called linguistic information) and knowledge that doesn't depend on any one language (extra linguistic information). People who speak a language are expected to have knowledge of extralinguistic categories, linguistic categories, and speech conditions. In addition to knowing the subject and the culture, it's important to know the context, know the other

speakers, and understand the environment when you're speaking in public. Sociocultural knowledge is the knowledge of a culture's social ideals and the rules about how people should act in that culture. From a pragmatic point of view, language is seen as a type of social action because it is used to communicate within a set of rules for how people talk to each other. This means that the meaning of language is regulated by society. A part of social knowledge is how these values and standards are put into action through language. Culture differences can lead to misunderstandings and even make it hard for two people to talk to each other well. When it comes to linguistic knowledge, you need to consider genre knowledge, discourse knowledge, and pragmatic knowledge. In a broad sense, there are two primary aims to speaking, depending on one's familiarity with the genre.

First, speech has a transactional function because it makes it easier to trade goods and services and share information. Second, it helps people interact with one another, which is important for forming and sustaining social relationships. In addition, there are both planned and impromptu speeches, each of which belongs to a different genre. The ability to organize and link individual utterances, in addition to mapping out the information onto the turn taking frameworks of interactive discussion, is what is meant by the term "discourse competence" (Yule, 1996: 84). Speakers often use discourse markers during discussions. Competent speakers have a broad repertoire of structures and discourse markers that they can use to communicate their ideas, convey temporal connections, and illustrate cause, contrast, and emphasis. The connection between language and context is referred to as pragmatics. Competence is the ability to use language to achieve certain goals while considering the context in which it is used. Some components of pragmatics, such as the cooperative principle, politeness, register, grammar, vocabulary, and phonology, are known as speech acts or functions. The situation in which a

person speaks has a big impact on how fluently they can speak. The circumstances may be broken down into three distinct elements: cognitive, emotional, and performance. To start, cognitive factors include how familiar a person is with the topic, the genre, the other people involved, and the processing needs of the situation.

Second, the list of affective elements includes how someone feels about both the issue and the people involved, as well as how they feel about themselves. Emotions, self-esteem, empathy, anxiety, attitude, and motivation are all examples of affective elements that are associated with learning how to talk (Shumin, 2006:206). Anxiety is a feeling that people have, and it can show up in many ways, such as feelings of unease, irritation, self-doubt, and dread. This activity is difficult and can be affected by anxiety. Ultimately, the attributes that define performance consist of various factors, such as the way of communication, degree of collaboration, regulation of conversation, duration allocated for preparation and rehearsal, constraints of time, and external factors surrounding the situation.

Micro and Macro Levels Speaking Abilities

People who want to use public speaking for many different reasons need to master their speaking skills. Brown (2004) divides skills that have to do with public speaking into two groups: microskills and macroskills. The production of smaller units of language, such as phonemes, morphemes, words, collocations, and phrasal units, is what is meant by the term microskills. When speakers use macroskills, it means they are focusing on the most important parts of the language, like fluency, discourse, functions, styles, cohesion, nonverbal communication, and developing strategic options. The student-centered approach places an emphasis on effective classroom atmospheres in which students play an active role in the conversation that takes place in the classroom. People often use the term "constructivist

viewpoint" to describe this way of teaching and learning. It calls for teachers and students to act in fundamentally different ways and for the classroom to be run and students' work to be graded in different ways. During speaking activities, teachers should plan how they will provide feedback to students on the language that is used.

The Ability to Speak English as a Foreign Language (EFL)

According to Newton (2009) The goals of a learners' course in English as a foreign language for speaking are as follows: (1) to assist the learners in being able to cope with meaning-focused input and meaning-focused output as soon as possible; (2) to motivate them in their language study by getting them to engage in successful listening and speaking; and (3) to make the early learning as relevant as possible to their language use needs. The act of speaking often involves the speaker doing something— investigating ideas, figuring out some element of the world, or just being among others. To enhance oral interaction in English as a foreign language (EFL) learning, there are direct and indirect approaches.

Direct approaches deal with specific parts of oral interaction such as topic management, taking turns, and asking questions. Conversely, indirect approaches create opportunities for oral interaction through group work, task-based activities, and other techniques. According to Richards and Renandya (2002), EFL teachers and textbooks use a variety of approaches, ranging from direct to indirect, to improve students' speaking skills. Thornburry (2005) suggests that a deficiency in automaticity, grammatical knowledge, and lexical knowledge is a contributing factor to a lack of fluency when learning a new language. Learning how to talk well requires a significant amount of practice, particularly in interactive forms of the language. In general, the stages of mental processing that are used to learn a first language and a foreign language are not very different from each other. Self-monitoring speakers of a foreign language, much like

speakers of a native language, make speech by going through a process that involves thinking, developing, and articulating ideas.

The skills needed to speak are basically the same, so it makes sense to think that people should be able to take these skills from their own language and use them in a foreign language. The fundamental component that differentiates two languages is the languages themselves. Automating the process of extracting words or structuring grammar in a foreign language is not yet possible. As a result, learners may tend to create their speech in their native language and then translate it into the target language, which can be time-consuming and affect their fluency and speed in speaking the language. Newton (2009) states that engaging activities, collaborative projects, and activities that put learning in context can help people become more interested, motivated, and sure of them when they speak in public. Activities need to be brief and diverse, and they should require learners to reply to questions or use the language. This will help learners keep their interest in the material. Communication comes mainly from interaction so it's up to language teachers to give students chances to talk about important issues in a way that helps them communicate.

Students are more likely to remember how to speak clearly if the content is interesting, the relevance of the material is clear, learners are asked to do something, and the material is put into a context that helps students understand how and when to use what they've learned. Most people think that the best ways to learn are through simulations with a high level of realism or through interactive sessions led by knowledgeable teachers. But most learning experiences rely too much on texts, have too many knowledge tests, and are led by facilitators who may care but don't have the right level of expertise.

Responsibilities in Developing English Speaking Skills

There are many ways to teach and learn, all of which should lead to a student-centered education in the end. Richards & Renandya, (2002) state that an approach that focuses on the students is based on the idea that knowledge is not objective and doesn't change but is instead personal, social, and cultural. Students may be observed moving about, interacting with one another verbally, and moving their hands and bodies a lot in this scene. When students are the focus of instruction, the classroom will have a livelier atmosphere than when students sit in rows and carefully listen to the teacher's every word. The student-centered approach places an emphasis on effective classroom atmospheres in which students play an active role in the conversation that takes place in the classroom. People often use the term "constructivist viewpoint" to describe this way of teaching and learning. It calls for teachers and students to act in fundamentally different ways and for the classroom to be run and students' work to be graded in different ways. During speaking activities, teachers should plan how they will provide feedback to students on the language that is used. When it comes to teaching English to speakers of other languages, teachers take on many different responsibilities, particularly when it comes to speaking. Harmer (2001) says that teachers can play many different roles, such as tutor, resource, and prompter. When instructors take on the position of a controller, they step into the role themselves, take charge of the situation, and direct pupils in various exercises. Teachers should give kids chances to hear and see real-world examples of language to encourage them to talk. There are instances when instructors may desire to take part in events not in the capacity of a teacher but rather as a participant. Children may ask for clarification on language usage or ask questions about an activity they are participating in during speaking tasks. Teachers must be adaptable and know when to take on different roles. They need to be able to actively listen,

observe, and process information to facilitate effective communication with their students. Additionally, they should be able to assess the usefulness of the various instructional materials and exercises they incorporate into their lessons if necessary.

The Types of Classrooms Speaking Performance

According to Brown (2001), there are a total of six different styles of classroom speaking performance that may be used in a classroom setting. Imitation can be used to focus on certain parts of how a language is put together, and drilling can give students the chance to listen to and repeat specific sequences of language. It helps you focus on one part of the language while doing something you can control. It also gives you practice that is limited by repetition.

The second type of speaking performance in the classroom focuses on practicing certain aspects of language such as phonology or grammar. This can be initiated by the students themselves or be part of a pair work activity. The third type is responsive, where brief responses to questions or comments are given and don't usually lead to discussions. The fourth type is transactional, which involves exchanging specific information. Interpersonal communication is the fifth type, used to maintain social connections, followed by lengthy monologues as the final type. In intermediate and advanced levels, students are required to give extended monologue-style reports, summaries, or speeches.

Project-Based Learning a Bridge Between Tradition and Modernity

This is a learning model that is characterized by the way learners implement, plan, and evaluate projects that have application beyond the classroom. Project-based learning (PBL) is not new. It has its origins in the publication of William Kilpatrick's essay "The Project Method," which was widely accepted internationally, as well as in the postulates of John Dewey (who materialized the former's proposal) and the American progressive education movement. This

learning proposal has been around for more than a century, and its roots are in criticism of traditional teaching during pedagogical renewal movements. In fact, for Luis Torrego Égido and Suyapa Martínez Scott (2018), this method cannot be considered an isolated pedagogical initiative since its origins are related to proposals from other parts of the world. Project-based learning is situated in the light of John Dewey's postulates: "The project method is the most accurate interpretation of learning by doing" (p. 3), as Torrego and Suyapa paraphrase Dewey. Dewey came from the American Progressive League's pedagogical and educational renewal movements.

According to Hernandez, quoted in Torrego and Suyapa (2018), to approach the understanding of what the project method entails, the researcher must consider the four conditions that Dewey attributes to what he calls "constructive occupations": The student's interest is fundamental and aimed at a goal; the focus is on the activity (though not all activities are valid; Dewey gets rid of trivial ones); the project has to pose problems that make the student curious and want to keep learning; and there has to be a lot of time between planning and completing the project. On the other hand, according to Nylza García Vera (2018), Kilpatrick thinks that learning happens first in practice and mainly in the learner's intention. Therefore, he proposes that in order to understand how learning enters into life, we have to look at life, especially life outside of school. Despite the academic biases, learning outside of school is still the most important type of learning. It has always been the biggest and most important, and probably also the best (Kilpatrick, as quoted in García Vera, p. 81). In this order, project-based learning is a type of teaching model based on Kilpatrick's postulates (*The Project Method*, 1918). It involves, among other things, using reasoning in the real world, looking for information with

an eye toward use, getting the know-how, learning in a natural setting, and students making projects based on their own interests, which leads to collaborative learning.

The Project-based learning strategy is an instructional technique that was not specifically developed for learning English. It is a broader approach that is used in many scientific disciplines and topics, such as research, mathematics, the humanities, and related fields. Therefore, since project-based learning is a recent subject of study in learning English, this study suggests integrating it into Colombian English as a foreign language curriculum. Even though there is reported literature on the usage of project-based learning in many branches of study, literature on its application in English as a foreign language learners training is already limited (Beckett, 2005; 2006), as has been the case in Colombia.

Project based learning is a versatile teaching process focused on the student and built on a constructivist framework that addresses mental experience and community work. According to Grant (2002), Project based learning "helps learners to cultivate the chance to reflect objectively, consider questions, and discover and utilize relevant academic content" (p.4). It involves pupils in the creation of information and the application of expertise by investigation conditions created by genuine inquiries to obtain a sequence of measures in a real-life challenge. As a result, it can be a tenuous method. According to Kolodner et al. (2003), creating projects in the class fosters a collaborative atmosphere where people feel accountable for supporting one another. According to Thomas (2000), Project based learning implies "demanding activities, focused on difficult queries that engage children in planning, real concern, selection, or analytical tasks. It allows students to function relatively autonomously over long durations; and ultimately results in useful forms or discussions "(p. 1). Any subject may be covered in this order of ideas, including the weather, the climate, the city, the school, and so on. The most critical consideration is to choose

subjects relevant to the learners' everyday lives and the atmosphere that will involve them in combining abilities and expertise.

Project-Based Learning to Teach Speaking Skills

Project-based learning could be an interesting way to teach freshmen students how to speak. They support and encourage a wide variety of students to keep their passion for speaking alive. Freshmen could get a lot out of a project-based learning activity for many good reasons. As Phillips (2008) states, project-based functions as a single integrated unit of labor. It is a distinct portion of work that can be broken out into its beginning, middle, and conclusion. When students take part in meaningful activities that lead to a finished product, they have a chance to feel like they've done something good. The students are required to create something that may be shown to both their families and their peers. The kids will be encouraged to talk subconsciously during the assignment.

Second, according to Phillips (2008), project-based learning provides instruction to each pupil. The participants' language skills will improve because of this approach, but their intellectual, physical/motor, social, and learner-independent skills will also improve. It is beneficial to one's mental health as well as their personal growth. The pupils are more likely to remember what they have just learned if the material is presented in a way that also appeals to their emotions. Students have the option of working alone or in small groups. When they are given the chance to work independently and speak for themselves, the ideas, preferences, and interests that they bring to the table will be reflected. By taking the initiative, they can also encourage people to talk about their feelings and thoughts.

Third, according to Beglar (2002), the students are given the chance to apply their knowledge of the outside world into the classroom using project-based learning. They will bring

their wide range of experience into the classroom, which will make the lessons more useful in the real world. It can cover a broad variety of subject areas. To continue, we have project-based learning, which may be accomplished through hands-on experience. As Beglar (2002) states, it brings together linguistic expertise and knowledge. For students to get valuable experience, they are required to physically create something and to communicate in a manner appropriate to the task at hand before they can go on. To teach speaking skills, it is important to teach and practice language skills in a natural way. Rather than viewing language as something to be memorized, it should be seen as a tool to achieve one's objectives. Through this approach, children can gain ample practice, enabling them to learn the patterns of a second language alongside those of their first language. Fourth, there is the potential for increased student freedom with project-based learning. Both the project and the hands-on learning give students a chance to keep learning without being directly supervised by a teacher. In project-based learning, students are required to make independent decisions and be accountable for their own work. Additionally, this approach may help them develop and enhance their research and study skills, which are fundamental to their future coursework in middle school and beyond. Fifth, the project-based learning model works well in classrooms where students have different skill levels. It's possible that each and every class at a school has a unique set of skills, requirements, and passions. The work on the project might help in this way because it gives different students the chance to make different kinds of contributions depending on their skills. Their self-sufficiency will be bolstered by the recognition that their unique contributions will be acknowledged. Because of this, kids will feel good about speaking English and be motivated to do so well. In conclusion, the project allows us some leeway in terms of the curriculum. It could be an extra activity, a complementary activity, or even the main activity on the syllabus.

Theory of Language for PBL

The process of acquiring a language is unlike the acquisition of any other skill. Language is seen as a vehicle in PBL, both to produce meaning and for the conveyance of meaning. According to Larsson (2001), while learning a language, comprehension is of course crucial. So, when students are asked to work on projects, they have the chance to improve both their ability to talk to people and their ability to interact with others. When developing his notion of PBL, Larsson (2001) drew inspiration from the work of previous scholars. He says, for example, that problem-based learning (PBL) makes it possible to give students challenges, which in turn motivates and pushes them to learn by doing communicative activities.

Project-based learning is a teaching approach that involves students in actively studying and finding solutions to real-world problems and issues. Through this approach, students gain a better understanding of complex topics that require negotiation and communication skills. Project-based learning is one type of learning that can help students to engage with the material more deeply and effectively. This approach provides an opportunity for students to work collaboratively, think critically, and apply their knowledge and skills in a practical way. Throughout the process of problem-based learning (PBL), students must use language to gather and share information as well as to express and talk about their thoughts on a certain issue or subject. Since communication is the key to getting projects done in groups, this helps students build the skills they need to finish projects. To sum up, students have the chance to explore learning by combining what they already know with what is going on around them to make new knowledge. All of this is done while using the second language as an excuse to learn.

Theory of Learning in PBL

Thomas (2000) provides a framework of five principles that can be used for the application of project-based learning (PBL) in any field or subject. The key focus of these principles is on learning through hands-on experience. The first principle states that projects should be at the center of the curriculum, making them an integral part of the learning process. The second principle highlights that projects should be related to real-world issues and challenges the third principle emphasizes the importance of engaging students in constructive investigations, where they are encouraged to explore and experiment with ideas to find solutions. The fourth principle suggests that projects should be large processes that are student-driven, creating a sense of ownership and motivation. Finally, the fifth principle states that assessment should be an ongoing process that focuses on both the content and the skills that students acquire through project-based learning. These principles provide a useful guide for educators who wish to implement project-based learning in their teaching practice.

In addition to these principles, other scholars have suggested that the success of PBL depends on the way in which the project is designed, implemented, and assessed. For example, Blumenfeld et al. (1991) propose that PBL should involve collaboration, feedback, and self-assessment, and that the project should be aligned with the curriculum and students' interests. Furthermore, Jonassen and Hung (2008) argue that PBL should be designed in a way that allows students to make connections between different subjects, develop critical thinking skills, and reflect on their learning. Overall, these different perspectives provide a range of insights into the best practices for implementing project-based learning in the classroom, with a focus on making it a dynamic and engaging learning experience for students. Grant (2002) also lists some features of PBL that help students reach the goals of learning by doing.

Several features are essential for successful project-based learning (PBL). Task orientation involves setting clear goals and objectives for the project, while exploration requires students to conduct research, gather information, and analyze data. The provision of resources, such as materials and equipment, is crucial for enabling students to complete their projects effectively. Scaffolding is necessary to provide support and guidance to students as they work through challenging tasks. Collaboration is essential for PBL, as it enables students to work together, share ideas, and build on each other's strengths. Finally, opportunities for reflection allow students to assess their own learning, identify areas for improvement, and make connections between their project and real-world contexts. By incorporating these features, PBL can provide students with a meaningful and engaging learning experience. Students are required to design a project by following a series of logical processes, where each step must culminate in the formulation of a general inquiry, and they must also search for the resources that are required to finish the project. This procedure is carried out by group effort, and at its conclusion, it is possible to assess the job that has been carried out. As an alternative to lessons that focus on the teacher or programs that focus on grammar, EFL classrooms may include all the things listed above.

Types of Learning Projects

This research study specifically concentrated on projects related to the participants' personal lives and interests, known as place-based education projects. These projects included discussions, planning, fieldwork such as observations, interviews, surveys, and life stories, and the completion of stages involving data collection. By engaging in these types of activities, students are encouraged to think critically, problem-solve, and develop their communication and collaboration skills while applying what they learn in a real-world context. This approach helps

to increase students' engagement in the learning process and provides opportunities for them to take ownership of their education. Stoller (2006) suggests that project-based learning can not only improve students' subject knowledge and language skills but also enhance their self-esteem and attitudes towards learning. In her study, she examined the learning experiences of English as Foreign Language (EFL) students who worked on various topics using different learning tools. The topics included Native American communities, astronomy and space, students' hometowns, and online sources versus the library. The students' final task was to create a poster and present their findings in a discussion. The benefits of project-based learning for language development and academic performance have been supported by different scholars. For example, Krajka (2021) found that project-based learning can improve students' language skills, critical thinking, and problem-solving abilities. Similarly, Yilmaz (2016) found that project-based learning can enhance students' motivation and engagement, leading to better learning outcomes. These findings highlight the importance of project-based learning as a pedagogical approach that can promote both language development and academic achievement.

Educator's Role in PBL

In project-based learning (PBL), the teacher's role is to facilitate rather than instruct, as noted by Korosidou (2013). This means that instead of being a traditional instructor who simply imparts knowledge, the teacher takes on the role of a facilitator, guiding and coordinating the students' learning process.

The teacher's duties encompass designing the arrangement and substance of the PBL projects and assignments, offering punctual input on student tasks and conversations, and overseeing their advancement. In addition, the teacher should be available to answer any questions students may have about the project and to encourage them to stay on task. This

approach requires the teacher to be more flexible and adaptable, as students will have varying needs and interests that must be accommodated. By assuming this role, the teacher can create a more collaborative and engaging learning environment that supports students' active participation and promotes their academic and personal growth.

The position of learner and peer with the students is one that instructors often find themselves in while they are in the classroom. The process starts with a thought or a query. In the case of this investigation, for example, the educator conferred upon the pupils the following three primary concepts with which to finish their projects: In the first assignment, students wrote down their names and the names of classmates with whom they didn't talk much or at all. The second project asked students to evaluate themselves in terms of their skills. And finally, for the third and final assignment, students collaborated with another student to demonstrate their talents to the class. In addition to guiding and facilitating the learning process, the teacher's responsibility in project-based learning involves providing the necessary resources and materials for the students to accomplish their tasks effectively. Such resources may include books, articles, videos, and worksheets, among other relevant materials that can support the students in their project work. The teacher must ensure that these resources are aligned with the project objectives and suitably meet the needs of the learners. Moreover, the teacher must monitor and evaluate the use of these resources by the students and provide feedback that can help them improve their performance and understanding of the project topic.

Student Role in PBL

Students do most of their work independently under the conventional paradigm of education. Students develop their ability to work in pairs or in small groups throughout the project-based learning (PBL) process, even if they do some work on their own at times.

Students, like instructors, take on a more active role as the project progresses in project-based learning. When students work on projects, they are exposed to new ways of representing their prior knowledge.

According to Bass (2008) students need to improve ways to work together, talk to each other, and find help for honest evaluation and self-reflection. Learners learn how to solve problems by going through the steps that are usually part of a project. In these steps, you choose a topic, come up with a plan, do research, come up with a product, and then tell others what you found. After choosing the project topic, the students collaborate to develop a project plan that includes assigning tasks and responsibilities to each group member. This process fosters a sense of accountability among students as everyone understands that their participation and performance are crucial to the success of the project. By allocating specific roles and tasks, students learn to work collaboratively, communicate effectively, and manage their time efficiently. In turn, this helps to develop their sense of responsibility and accountability, not only for their own work but for the group. During the stages of researching and making, the students act as explorers and detectives as they try to find answers to questions about the subject. They also choose materials, arrange them in a logical way, and make sense of the results. To share information with others, they talk about what parts of the project, such as its main ideas and principles, they think should be shared.

Ultimately, the culmination of the project-based learning experience involves students presenting their findings or solutions to the rest of the class. During this presentation, they may be required to answer questions from their peers and respond to feedback. This can be an important opportunity for students to showcase their understanding of the project's content and demonstrate their competence in communicative skills. Additionally, by receiving feedback from

their classmates and teacher, students can gain a deeper understanding of the project and its outcomes. This presentation may also serve to encourage students to refine their work and continue to improve their understanding of the project's topic.

Project Based Learning to Overcome Language Anxiety

Although communication apprehension is a mental state, it certainly arises from the students, that is, as an indispensable component (Schwartz, 1972; cited in Scovel 1991: 16), as their experiences of others (classmates, teachers, interlocutors, etc.) and communication situations in the target language, their convictions regarding foreign language learning, and so on. Language anxiety may be both a symptom and a trigger of bad language input order (Sparks and Ganschow; cited in Horwitz, 2001: 118). In other terms, it may be felt because of the linguistic difficulties that students encounter when learning and utilizing the language effectively. Speech distress may be seen in social environments because of external factors (Schwartz, 1972; cited in Scovel, 1991: 16). Moreover, the foreign language reflects a different cultural community; some people are predisposed to experience anxiety because of their own cultural patterns such as immigration, and so on (Gardner cited in Horwitz and Young, 1991: viii). Language anxiety in foreign language speakers may be caused by the presenter's and the listener's social status, their sense of power relations, and the identity. Further studies into these factors could assist language teachers in reducing classroom anxiety and making the classroom environment less difficult, resulting in improved student performance in the target language.

According to Tsiprakides (2009), short-term projects were chosen for his study because the documentation references the added advantages of project based learning in second language environments: a) learners are much more involved directly and hence more inspired (Lee, 2002), b) Students do not feel fully evaluated, and c) it is easier for them to focus on content rather than

performance, and they are less concerned (MacIntyre, Noels & Clement, 1997: 269). Another benefit of project work is that learners have a diverse position and participation in the work's implementation, which increases their morale and eliminates the influence of poor English ability expectations.

Tsiplakides (2009) in his article states that students increase in precision and fluency of speech through project-based learning, which offers them enough chances to learn English in a "normal" environment, bargain the context and develop techniques to get your message across during language difficulties. According to Gregersen and Horwitz, project work would promote their idea that "anxious students should be taught to focus on the progress of a dialogue as a goal in itself if they make mistakes" (Gregersen and Horwitz, 2002: 570).

Given that the concern about speaking English will arise from the anxiety of producing failures and, consequently, from the fear of a bad evaluation, as well as the feeling of low ability of the students in front of their peers, we propose that students and teachers explore the following approaches. For starters, instructors should integrate project-based learning since it gives nervous and non-nervous students many chances to use words in a relaxed environment. Engaging students in speech activities is the first phase in minimizing distress.

Cooperative Learning

The foundations of cooperative learning were based on a variety of motivating hypotheses. To begin, Slavin (1999) notes that a team member should be motivated to contribute if he perceives that the gain of the community often constitutes her own benefit.

The cooperative learning approach has several benefits, one of which is the goal-oriented collaboration among team members. Scholars, including Slavin and Kagan, have emphasized the role of cognitive theories in defining the concept of cooperative learning. They have cited Piaget

and Vygotsky's theories on communication and learning, which suggest that learning is more likely to occur when people interact with each other. Another relevant theory is Deutsch's study of interdependence, which focuses on how people perceive their influence on and by others in a group. Additionally, collective sponsorship of procedures is recognized as a key factor in achieving group goals. The ideas discussed above are strongly linked to a series of guidelines established by researchers for integrating cooperative learning environments. Face-to-face engagement, constructive interdependence, community interaction processing, and individual accountability, for example, are all mentioned by Johnson and Johnson (1999, pp. 38-46). Kagan (1994) has already identified constructive interdependence and individual accountability as important components of cooperative learning; moreover, she adds two more concepts, including mutual involvement and simultaneous engagement.

If teachers want to prepare a cooperative learning class, they need to make additional decisions beyond the concepts already mentioned. According to Johnson and Johnson (1999, p. 75), it is important to work out how to mix organized cooperative instruction, in which students shape communities over multiple classes, with informal teams. Furthermore, the organization of groups based on clear requirements for member selection and the allocation of individual tasks are critical problems in supporting cooperative learning concepts. Teachers' abilities to handle classes in English as a foreign language classroom stem primarily from educators' understanding of community dynamics.

Community organization and oversight are components of the cooperative environment required to promote productive relationships among participants. When members of a team are given a job to perform, they may develop a sense of belonging when they embark on new roles, obstacles, or assignments to accomplish a shared purpose (Millis and Cottell, 1997). Finally,

designing cooperative learning opportunities has ramifications with many areas of lesson planning.

Johnson et al. (1999) suggests that evaluating the integration of cooperative learning into classrooms involves several components, including assessing classroom implementation, monitoring student attitudes, and using effective evaluation methods. The findings of this research support the benefits of cooperative learning, but also highlight potential challenges such as unequal participation among students. The role of teachers in implementing cooperative learning is crucial, and it is recommended that they receive support to ensure successful implementation. Teachers who attempt to implement cooperative learning on their own may face difficulties, underscoring the importance of assistance and guidance.

Cooperative learning is described as the extent to which specific individuals or groups must profit from each other's successes and failures to build an affordable solution and demonstrate their abilities (McCafferty, Jacobs, & Iddings, 2006, pp. 4-5). The terms collaborative learning and group learning are frequently used interchangeably, with the former typically used for younger students and the latter for older students. Nonetheless, according to Sharan and Sharan (1992), collaborative learning has a broader scope and allows learners to exercise more authority over various aspects, such as choosing the subject matter, collaborating with fellow group members, and coordinating efforts, while also considering the teacher's influence on student-student interactions in the classroom. Collaboration is defined as a process that culminates in collaborative learning. Cooperative learning strategies have also been found in other studies to maximize performance, increased thought, and personality (Cohen, 1994; Johnson & Johnson, 1989; Sharan, 1980; Slavin, 1995). In the present analysis, the nature of the investigated group work was closely related to this broader and more general definition of

cooperative learning. Therefore, the term "cooperative learning" was used instead of "teamwork."

Cooperative instruction is correlated with 12 learning in 7 interconnected fields, according to Jacobs and McCafferty (2006): the entry theory, the touch theory, the exit theory, cultural and social hypothesis, material coaching, attitude differences, and external motivation. According to the feedback principle, language information such as listening and reading affects second language learning. The result of language feedback, on the other side, is unobservable before it is shown by success or other measurable operation. Swain (1993; see also Jacobs and McCafferty, 2006, p. 20) claims that the result encourages language learning by "promoting fluency through the meaningful use of language, pushing students to participate in decoding syntactic language, and promoting opportunities for feedback from others." In cooperative study, where students must interact and bargain with one another to achieve a task, proficiency in writing and speaking a substantive language is highly appreciated. In the present research, the students were motivated to read thoroughly prior and after the class and to communicate with one another to reach the objective of delivering oral presentations. While working collaboratively, the students made use of their unique cultural backgrounds, interacted with one another, utilized objects in the surroundings, and developed a setting for spatial and cognitive learning that was both socially and culturally dynamic.

Furthermore, community dynamics, environment, relationships, and performance are affected by personality distinctions, student autonomy, and affective influences. For several years, Chinese students in the language classroom have been categorized as "quiet" and "reticent" (Flowerdew, 1998; Zhang & Head, 2010). Flowerdew (1998) found out that collaborative learning is an effective technique for students from China who prefer to stay quiet.

Distress and uncertainty would be minimized because of cooperative learning. Joritz-Nakagawa (2006) performed an inquiry in Japan into the use of a collaborative approach in academic writing in a community of Japanese university students. The author found, similarly to Flowerdew (1998) that the collaborative approach improved student motivation and ability to engage in the writing process. Dörnyei and Malderez (1997) stressed the significance of community learning functions in influencing the L2 learning process with the aim to include pupils in the socialization. They proposed that group work would help students transform their decisions and attitudes through promoting assurance and a cooperative partnership by increasing the amount and nature of contact among participants. While cooperative learning has several benefits, learning with community members differs from autonomous or person learning in that the multidimensional variables take part of peer learning may affect pupils' learning methods of preference and verbal performance.

Research Design

Introduction to the Research Design

This chapter describes the analysis approach that underpins this report. It involves the study model, study emphasis, and study style. It describes the background, the students, and the teacher's position. Finally, describes tools for gathering information that would be employed. We need to clarify that this study approach is heavily reliant on an educational intervention where students would be part in some strategies to boost their oral proficiency in English.

Methodological Design

For a qualitative research study, a suitable methodological design would be a mixed-methods approach that incorporates both pre-test and post-test measures, field diaries, interviews, and oral transcriptions to collect data. The purpose of this design is to gain a rich understanding of the phenomenon under investigation from multiple perspectives and to provide a comprehensive analysis of the data collected. The pre-test and post-test measures were used to assess any changes that occur in the participants' experiences or behaviors over time. The pre-test was used to establish a baseline measurement of the participants' experiences or behaviors, and the post-test was used to measure any changes that occurred after the intervention or treatment. This approach helped the researcher to evaluate the effectiveness of the intervention or treatment on the participants' experiences or behaviors. Field diaries were used as an additional data collection instrument to record observations of the participants' experiences or behaviors in natural settings. This approach assisted the researcher in attaining a thorough understanding of the participants' experiences or behaviors and how they are impacted by the intervention or treatment. The diaries were kept by the researcher or by the participants themselves, depending on the context of the study. Interviews were conducted to gather the participants' subjective

experiences or perceptions of the intervention or treatment. These interviews provided insights into how the participants' experiences or perceptions changed over time, as well as the factors that influenced those changes. The interviews were semi-structured, allowing for flexibility in the questions asked, and was conducted in a one-on-one setting. Finally, oral transcriptions were used to capture the participants' spoken language, which was analyzed to gain a deeper understanding of their experiences or behaviors. This approach helped the researcher to identify any linguistic patterns or themes that may be relevant to the study.

In conclusion, this mixed-methods approach that incorporates pre-test and post-test measures, field diaries, interviews, and oral transcriptions is a suitable methodological design for a qualitative research study. By using multiple data collection instruments, the researcher gained a rich understanding of the phenomenon under investigation and provide a comprehensive analysis of the data collected.

Research Method

This study was a good example of qualitative analysis. According to Creswell (2003), qualitative analysis is an interdisciplinary applied research approach used to truly comprehend when and how specific habits arise. Researchers look for interpret contexts that individuals have created, or how individuals give meaning of the environment and their interactions in it. As an analytical and interpretive analysis, the researcher attempted to identify and explain, through theory and experiential views, the student' attitudes, activities, and verbal outcomes that enable them to improve their ability to talk and create significance in English designing and developing tasks. Qualitative analysis gave importance to the setting. This entailed considering, hiring, and capitalizing on the activities and incidents that occurred in the class, considering the background,

needs, and desires of pupils. These specific factors were beneficial in the English as a foreign language climate.

The study conducted was qualitative in nature as it involved the use of induction procedures based on a thorough examination of the phenomena being studied. The research aimed to explore how the implementation of a pedagogical strategy could improve the oral production of ninth-grade students and alleviate English classroom anxiety. Lincoln and Guba (2006) suggest that a qualitative analysis should emphasize the development of partnerships with the participants, make justifiable decisions, and promote fairness in the study. Therefore, the research focused on building a collaborative relationship with the students, ensuring fairness in data collection and analysis, and making informed decisions based on the collected data. Through this approach, the study aimed to provide insights into the effectiveness of the pedagogical strategy in improving students' oral skills and reducing anxiety in the English classroom.

Research Approach

This investigation was focused on Action research. In the 1940s, Kurt Lewin, a German-American social scientist, coined the term "action research" in a broad sense. The author characterized it as a method of evaluating and contrasting various forms of collective intervention and analysis related to social action. This method involves a series of interventions that follow a sequence of planning, implementation, and evaluation of the actions taken. Each intervention is linked to the previous one and contributes to the achievement of the desired outcomes. This approach allows for a more comprehensive understanding of the complex social systems and structures that affect individuals and communities. By examining the outcomes of different interventions, researchers can gain insights into the effectiveness of various approaches

to social action and develop new strategies for addressing social issues. This approach emphasizes the importance of collaboration, planning, and reflection in promoting positive social change. Action research is the practice of including individuals and social contexts with the end aim of changing a current circumstance. Watersman et al. (2001) give an accurate description for this analysis. The authors define this methodology as a period of inquiry where social problems are identified, understood, and clarified, while a change in action designed to improve and involve people is executed. They consider this approach as a cyclical process involving multiple stages of planning, action, and reflection, leading to continuous improvement. It involves identifying problems that affect communities and involves the community in finding solutions and implementing interventions. The methodology is a participatory approach that values the knowledge and experience of the community and promotes their active involvement in the decision-making process. This approach encourages social action and promotes the development of critical thinking, problem-solving, and decision-making skills. This methodology involves, empowers, and strengthens social members. Action research considers characteristics such as: activities that contribute individual's need to behave in a creative way when facing real challenges in their experiences; dedication to individuals in cooperative relations; and one focused on ideals, aiming to solve questions of transcendence of individual beings, their families, and the communities in which we engage.

While the meanings apply to intervention analysis in a general context that refers to societal challenges and concerns, it specifically includes the activities required to address a determined issue inside the class. According to Kemmmis and McTaggart (2000), this methodology is an inclusive analysis that consists of 4 loop phases of self-reflection: preparing to

enact reform; behaving and witnessing the mechanism of execution and consequences; reflect on the methodologies of transition and planning again. So, the cycle repeats itself.

In view of McTaggart's (2000) spiraling phases of action research, the researcher s recognized a problem linked to the shortcomings of students' speech for the first time in this research. Then it was necessary to devise a strategy to enhance the students' abilities to communicate and implement it, into the foreign language classes. The researcher observed and focused on the advantages and impact of this methodology in English as a foreign language, as well as recognized the potential consequences of this strategy. Later, she made a change based on the actions resulted in the first phase, and implemented the same pedagogical strategy once more to see if it improved the students' oral performance and if it helped them to overcome anxiety. As a result, the style of analysis chosen for this report, action research, was primarily related to a pedagogical activity in the foreign language. This study was done with ninth grade students consisted of three cycles.

During the pedagogical intervention, evidence on pupils' speaking success and the impact of the pedagogical strategy on the speaking development were obtained using data collection instruments discussed later in this segment. This approach followed Koshy's (2010) views as a tool for increase instructional strategies that included implementation, assessment, and objective reflection; and improvements in practice were required based on the information gathered. As a study, the researcher did not only gather data in each period, but also objectively assessed and draw on her experience dealing with strategies in the English as a foreign language classroom, and she made the requisite adjustments to ensure that the observed issue is resolved in terms of pedagogical interference.

Similarly, during the creation of this research, the researcher considered the following characteristics to conduct action research, as suggested by Koshy (2010):

It was inclusive and participatory (students were engaged on the tasks).

The approach used by the participants in this study involved collaboration towards a common goal. The team members chose a topic and worked together to achieve it. Additionally, the methodology employed in the study was sensitive to the specific context in which it was conducted. The participants were asked questions about their immediate environment to gather information relevant to the study. The situational approach taken in this study allowed for a deep understanding of the subject matter in its real-world context.

.Created a reflection focused on the participants' interpretations (eg, the participants will reflect on the value of sharing and being responsible when working on the activities).

Produced information by acting and using. (Pupils valued the new knowledge they gained regarding their environment.)

Reasson and Braddbury (2008) identified two characteristics of this methodology: "participant empowerment and improvement" and "commitment to cooperative work" (p. 176). These ideas are useful to consider why it is essential for the students to get involved in the experience of learning, as well as how important the students' personal contributions to the foreign language class were while performing a task. The diligent examination of the concepts and points of view offered in this segment undoubtedly aided the researcher in understanding her own perspective about action research. The researcher employed the principles to gain a comprehensive understanding of the problem and find effective solutions to enhance the English-speaking skills of a group of foreign language students at the Educational Institution San Vicente Ferrer. The principles guided the researcher in interpreting the data and drawing meaningful

conclusions, which led to the development of a pedagogical strategy that aimed to address the identified issues. The researcher's use of the principles ensured that the study was conducted in a rigorous and systematic manner, resulting in reliable and valid findings that can inform future research and practice. The researcher was able to consider, assess, and develop her instructional style in the classroom because of this action research study, as well as take the role of an analyst and active member in the pupils' learning process.

Setting in which the Research was Conducted.

In this section, the individuals involved in the research project, the sampling method used, and the ethical protocol followed in the school is introduced. The participants were selected based on specific criteria, such as their grade level and willingness to participate. The sampling method used was a combination of purposive and convenience sampling to ensure the inclusion of a diverse range of students. In terms of ethical protocol, informed consent was obtained from both the students and their parents/guardians, and their privacy and confidentiality were maintained throughout the research process. The importance of ethical considerations in research cannot be overstated, as they ensure that the rights and well-being of participants are protected, and the results obtained are reliable and valid.

Participants

There were 36 students from the class of 903 (ninth graders), 23 girls and 13 boys. The English class was perceived differently by the participants, with varying perspectives. As stated in the problem statement, most students lacked interest in the class, while others recognized the significance of English language proficiency but were held back by shyness and lack of confidence when it came to speaking in English. This issue of lack of motivation and self-assurance can negatively impact language development and hinder academic progress. In order

to address these challenges, the researcher aimed to implement the methodology of project-based learning that would promote engagement and reduce anxiety in the classroom, leading to improved oral production skills. The utilization of such a strategy can help students develop a positive attitude towards learning English and enhance their language proficiency, which can have long-term benefits for their personal and professional growth. Most of the students showed apprehension about talking in the foreign language. Despite this, the students tried to participate in class events.

Sampling

The researcher utilized non-probability sampling for this study as it is focused on examining specific characteristics of the community rather than generalizing the findings to the population. Non-probability sampling is a type of sampling technique where the participants are not selected randomly, but rather through a specific process that targets individuals with certain characteristics. In this study, the researcher selected participants based on their specific traits, such as their level of English proficiency and their attitude towards the English class. Non-probability sampling can be useful when researchers want to study a specific group of people and gain an in-depth understanding of their experiences, attitudes, or behaviors. (Ritchie et al, 2003). The participants in this analysis were chosen using both purposeful and convenience sampling. With the aim to focus on the study query, the researcher paid attention on the basic characteristics of ninth-grade participants' original verbal achievement in English and the way that outcomes vary during the study. It was also a homogeneous selection in the way that the investigator chose volunteers based on shared variables like age, social class, and habits and perceptions toward foreign language speaking activities (Patton, 2000). Participants in this non-probability, intentional, ease, and homogeneous selection had the previously mentioned

characteristics, according to Ritcchie et al. (2003), which allowed the researcher to interpret and discover communicating development (p. 78).

This research included 36 pupils, 13 boys and 23 girls. They ranged in age from 12 to 16. The students were in 903 and had identical habits when it comes to oral activities. Therefore, the researcher chose fifteen pupils; five of those pupils had a fair level of oral English proficiency, five of them had a high level of achievement, and five had a weak English proficiency. The idea was to provide a reasonable and balanced selection of the students and observe the development while carrying out the study. The choice was made in this manner due to two principal factors. One, by using non-probability, purposive, convenience, and homogeneous selection it was feasible to closely track and investigate some transition or shift that might have arisen in the phenomena to consider. Two, this option ensured that the collected data and analysis were handled.

Researcher's Impact

Carrying out an action research project based on project-based methodology with freshman students to improve their speaking skills in the English class had a significant impact on the researcher in several ways. Firstly, the researcher gained a deeper understanding of the challenges and opportunities associated with improving speaking skills in the English class for freshman students.

Through the action research project, the researcher identified areas where students struggle and devised effective strategies to address these challenges. The process mentioned earlier can result in a deeper understanding and recognition of the intricacies involved in language learning, as well as the significance of continuous self-reflection and progress. Secondly, the researcher gained valuable insights into the effectiveness of project-based learning as a pedagogical approach for improving speaking skills in the English class. By collecting data on student outcomes and analyzing the effectiveness of the project-based methodology, the researcher made evidence-based recommendations for future instructional practices. Through this process, the researcher was able to gain a more profound comprehension of how to develop and execute speaking practice activities and evaluations that are effective. Thirdly, the researcher benefited from a greater sense of engagement and motivation resulting from the action research process itself. Action research is a collaborative and iterative process, which involves working closely with students, colleagues, and other stakeholders to identify and address issues. This process led to a greater sense of ownership and empowerment, as the researcher takes an active role in improving the educational experience of students. Furthermore, the impact of carrying out an action research project based on project-based methodology with freshman students to improve their speaking skills in the English class may extend beyond the individual researcher.

The findings and recommendations resulting from the project can be shared with other educators and researchers, contributing to the broader knowledge base on effective instructional practices for language learning. This process can lead to positive changes in educational policy and practice, ultimately benefiting a wider range of language learners. In summary, carrying out an action research project based on project- based methodology with freshman students to improve their speaking skills in the English class can have a significant impact on the researcher's understanding of language learning, pedagogical practices, and professional development. Through the iterative and collaborative process of action research, the researcher can develop a deeper understanding of the complexities of language learning and contribute to the ongoing improvement of instructional practices in language education.

Ethical Protocol

According to the British Educational Research Association (BERA), educational researchers should uphold an ethical standard of respect for all individuals, including themselves, who are involved in or affected by their research. The principle of fairness, sensitivity, and dignity should be extended to individuals regardless of their age, gender, sexual orientation, ethnicity, class, nationality, cultural identity, partnership status, faith, disability, political belief, or any other significant characteristic. This recognition of diversity and differences in the individuals involved in research is crucial to ensuring that everyone is treated equally and without prejudice. Researchers must understand the impact of their research on various groups and work to mitigate any potential harm or exploitation. Moreover, they should strive to promote inclusivity and diversity by involving diverse participants and stakeholders in the research process. By adhering to these ethical principles, educational researchers can maintain the highest level of integrity in their work and contribute to a more just and equitable society.

As Cohen, Lawrence, and Morrison (2007) state, some ethical concerns may arise from the kinds of topics that social scientist's study as well as the techniques that they use to gather accurate and trustworthy data. This implies that at each step of the study process, there are ethical considerations to consider. Potential areas of apprehension could arise from various aspects of the research project, including the research topic itself, such as investigating ethnic disparities in intelligence, the research environment, such as a detention center, the techniques employed, like creating high levels of anxiety, the method of data collection, such as conducting covert observation, the character of the participants, like emotionally troubled teenagers, the type of data gathered, which may contain sensitive and personal information, and the utilization of the data obtained. Throughout this report, research ethics were strictly adhered to. Before the

pedagogical research started, the school principal was asked for approval, and the informed consent documents were reviewed and signed by the participants, particularly if the research was conducted in a classroom. As a result, it was important to demonstrate to the participants the intent and process involved in the research project, and the researcher reassured the participants that their involvement was voluntary and that no damage was done to their academic success or human dignity. The researcher also informed them that the information they gave during the experience was private and that their identity, including their titles, were secured. In other terms, during this research project, ethical considerations such as possible threats to participants, their anonymity, confidentiality, and dignity. In addition, procedural codes, such as informed consent forms, were prepared and enforced.

Data Collection Techniques

This section presents the different data collection techniques used in this research in this case were: pretest and posttest, the observations-field reports, interviews and transcript of student's oral performances.

Pre-Test and Post Test

Pre-test and post-test are commonly used as data collection instruments in research studies. A pre-test is a measurement taken before an intervention or treatment is administered, while a post-test is a measurement taken after the intervention or treatment has been completed. The purpose of using pre- test and post-test measures is to assess the effectiveness of the intervention or treatment. According to Creswell (2014), pre-test and post-test designs are useful in evaluating change over time, which is especially important when testing the effectiveness of interventions. The pre-test establishes a baseline measurement, while the post-test is used to assess any changes that have occurred because of the intervention.

Project-based learning (PBL) is an effective approach to improve students' speaking skills in language classrooms. Pre-test and post-test are common data collection instruments utilized in PBL research to assess student learning outcomes. According to Thomas (2018), pre-test is a measurement instrument conducted before the intervention or treatment to determine the baseline level of students' skills or knowledge. The pre-test in a PBL context can be administered to identify students' existing speaking skills before embarking on the project. The pre-test results can provide insights into the areas where students require improvement, guiding the development of appropriate instructional interventions.

After the completion of the PBL intervention, a post-test is conducted to measure the extent to which the students have improved their speaking skills. According to Hung and

Jonassen (2013), post- test is a data collection instrument conducted after the treatment to measure changes in the students' skills or knowledge. In a PBL context, the post-test can be administered to assess the effectiveness of the intervention in improving the students' speaking skills. The comparison of pre-test and post-test scores can provide valuable information on the impact of PBL on student learning outcomes. Field diaries, interviews, and oral transcriptions are other data collection instruments that can be used in PBL research to provide additional insights into student learning outcomes. Field diaries can capture student experiences during the PBL intervention, providing a rich source of data on the students' engagement, motivation, and learning strategies. Interviews and oral transcriptions can provide more in-depth information on student speaking skills, highlighting areas of strength and weakness. In summary, pre- test and post-test are essential data collection instruments in PBL research aimed at improving speaking skills in language classrooms. The combination of these instruments with field diaries, interviews, and oral transcriptions can provide a comprehensive understanding of the impact of PBL on student learning outcomes. By utilizing a range of data collection instruments, researchers can gain insights into the effectiveness of PBL in improving speaking skills and identify areas for further improvement.

The Pre-test used here is the one designed by the Colombian ministry of Education provided by the Colombia Aprende web page. The test is the one designed to assess the speaking abilities of students in the level A1 since most of the students have this level of oral proficiency.

Observations - Field Reports

When used as a research procedure, observation distinguishes itself from other approaches in that it provides an investigator with the chance to collect data from naturally occurring social settings. In this method, the researcher examined what happened in real time

rather than depending on second-hand descriptions of what is happening. It is possible that the use of immediate awareness, also known as direct cognition, as a primary form of study would result in more true or authentic data than would otherwise be the case with mediated or inferential approaches. And it is this that distinguishes observation from other skills. In addition, as Robson (2002) points out, people's actions may differ from their statements, and observation provides a reality check. By observing individuals, a researcher can view common behavior in a different perspective, which might not be given much attention or thought otherwise. The method also has the advantage of using a well-planned recording schedule, which can prevent issues that may arise due to time delays between the actual observation and the documentation of results.

Lastly, about procedure, it is possible that some participants might prefer the presence of an observer rather than an invasive and time-consuming interview or questionnaire. Observation is a useful tool for gathering information in a variety of settings, such as counting the number of books or students in a classroom or monitoring the frequency of specific behaviors. Additionally, observation can provide valuable insights into the dynamics of a classroom, such as the level of engagement between students and teachers, the amount of time spent on collaborative tasks, and the occurrence of off-task behavior. By systematically recording observations, researchers can avoid potential biases and gain a deeper understanding of the phenomena under investigation. Additional characteristics or behaviors that may be measured include the friendliness of a teacher, the degree to which violent behavior is shown or the extent to which kids are unable to interact with one another.

Furthermore, observational data is useful for capturing nonverbal behavior, behavior that occurs in real-life situations or simulated environments, and for tracking changes over time in a

group of participants. However, observational research may be hindered by factors such as the lack of control over natural settings, difficulties in obtaining access and maintaining anonymity, problems with small sample sizes, and issues with measurement. Despite the potential benefits of observation as a research tool, this chapter recognizes and thoroughly examines the challenges that may arise. The way researchers conduct observations can vary depending on their goals and the context of their study. Observational data is a powerful tool for researchers to get a firsthand look at the phenomenon they are studying. However, the types of observations available to researchers range from unstructured to structured, and the level of organization can greatly affect the quality and relevance of the data collected. Structured observations have a predetermined hypothesis and are used to confirm or deny these assumptions, whereas unstructured observations require the researcher to enter the scenario with an open mind and make sense of the data afterward. Semi-structured observations fall in between the two, with some predetermined topics but with more flexibility in the data collected.

Moyles (2002) emphasizes the importance of recording specific details during observations, such as the physical and contextual setting, participants' characteristics and roles, the time of day, and the sequence of events. Additionally, researchers should note any critical incidents that occur during the observation to help interpret the data. Despite the potential benefits of observation, researchers must be aware of its limitations, such as lack of control in natural settings, measurement issues, and difficulties in obtaining access and maintaining anonymity. Overall, careful planning and recording are essential for successful observation-based research. In addition, the suggested instruments to register these aspects were field notes. Those are recorded descriptions of what a study finds in the class or outside supplemented, by records of participant experiences. Field observations, according to Schwandt (2007), are

"published documentation from which researchers base their arguments regarding the nature and interpretation of a social phenomenon" (p. 64). Field reports are contemporary notes of conclusions or interactions made through qualitative studies, according to Thorpe (2008). Furthermore, he explains that the notes made may be full (for example, verbatim excerpts of presentations written or filmed) or short annotations produced later, depending on the circumstances. Thorpe believes that field reports can be more informative and be dependent on the environment of the specified case rather than only oral discourse.

According to Johnson (2012), there are three categories of field observations: 1) explanations before the event; 2) short notes during the event; and 3) notes and thoughts after the event. The first form was more complex because due to the unique circumstances in the class; often the instructor may be entirely involved, and the consistency of the notes were not as high as it should be. The second style was simpler since it required short notes to back up suggestions later, as well as the usage of supplementary documentation or a list of participants. The third phase entailed reviewing the captured content and making observations on what is seen, as well as recalling what occurred. When carrying out this research project, the researcher mostly used short observations inside the classroom and took notes after class after watching the videos, since she could videotape the pedagogical intervention meetings.

The benefits of writing the observations during the class and then supplementing them with written perspectives, accompanied by records, were extremely beneficial strategies since they included a comprehensive explanation of the students' actions, their motives while practicing, and circumstances that promoted data collection. Another benefit is that brief notes enabled participants to observe facets of cooperative learning as they helped or inspired one another to complete project steps. Another interesting aspect was that, because of the short field

notes and subsequent observations, the researcher was able to discern important information that was imperceptible throughout the instruction.

Interviews

Interviews are the second data collection tool for this research. Canneell and Kahnn (1968) characterize this method as a dialogue between 2 individuals with the basic goal of "obtaining useful knowledge" regarding the research subject (cited in Patton, 2001, p. 96). In this way, the interviews enabled participants to pose straightforward questions regarding the phenomenon of concern. Seidmaan (2006) highlights the importance of curiosity in other people's thoughts and opinions in this approach, while Merriam (2009) characterizes interviews as an essential data collection method involving asking individuals questions and eliciting verbal responses. There are various types of interviews, such as structured, semi-structured, and unstructured interviews. Semi-structured interviews are focused interviews that involve a limited number of participants interacting with a moderator to focus on a particular topic and ask relevant questions. Focus group interviews involve a facilitator who poses questions with the objective of gathering information about a particular topic in a group setting that encourages members to engage in discussion and contribute their viewpoints. This method is useful for obtaining a range of perspectives on a subject and understanding how people view and approach specific issues. In this research, semi-structured or focused group interviews were conducted to "hear the voices" of ninth-grade students and understand their thoughts regarding the effective pedagogical strategy and collaborative work, as well as to describe the program's strengths and weaknesses from their perspective. This method allowed for observing the students' reactions to different proposed strategies. Further investigation into these types of interviews can help in the acquisition of qualitative data that can enrich educational research.

For this project 6 students were selected to carry out the interview. The students were two underperforming, two averages and two outstanding. The questions were five and asked about Fluency, pronunciation, group work and some others (see appendix c). The interview was carried out in google drive and the students answered them at the end of the research project (see appendix d).

Transcripts of the Students' Oral Performances

To put it simply, transcription is the process of converting spoken or visual language into written form. As stated by Bailey (2008), transcription encompasses the conversion of spoken and visual data into written format. This is an important step in information processing, as it allows researchers to analyze and interpret data more effectively. Transcription can be a challenging task, requiring attention to detail and a thorough understanding of the language being transcribed. It is important to note that different types of transcription exist, including verbatim transcription, which captures every spoken word, and edited transcription, which summarizes and condenses the spoken language. Transcribed material is an essential step in the descriptive research of communication evidence. According to them, this approach entails observing preserved audio or video files, accompanied by decoding, and analyzing the verbatim transcription. While many investigators almost never conduct verbatim transcript or textual evidence, this method is still considered a primary source of data for study of qualitative research today. Transcripts are interpretive constructions that result from the researcher's choices. According to Lincoln (2002), transcripts and reports may be used to describe traits such as students' academic history and performance, as well as to classify abilities and shortcomings.

This instrument is useful first and foremost for determining the students' desires, roles, and attitudes. That is, with this approach, it was possible to see not just what the students say, but

also how and why they say it. Second, it was focused on the background and vocabulary of students. It will demonstrate the cases in real time (Yin, 2011).

A secondary method of collecting data involved the development of transcriptions of English learners' spoken output from audio or video recordings. This was used to assess the students' success in anything, including their speech production. Using this technique, the researcher was able to obtain not just direct information on the verbal and oral production of the students' communicative competence, but also to recognize additional facets of their output, such as: the support of the students to the completion of the tasks, the language and the manner in which students use words, as well as the partnerships and responsibilities that the students developed based on the initiatives' stages.

The oral transcriptions were recorded before and during the presentation of the projects of the 15 selected students as a sample. The transcriptions were used to identify patterns of alignment with the categories found in the interview, pre-test, post-test, and field diary. Transcriptions were recorded during the students' practices and also during the presentation of the projects. See appendix (E)

Validation Procedures

The material obtained was transcribed, stored into folders, and afterwards systematized with the help of the AtlasTi 9.0 program. A grounded theory technique was used to comprehend and characterize the data acquired during this research project, which was used to help the researcher build his or her data analysis. The goal of grounded theory (Strauss and Corbin 1990) is to develop an explanation of phenomena based on the data collected and analyzed. The process involves identifying patterns and relationships within the data, which then leads to the development of theories or hypotheses that can be tested and refined through further research. The purpose of grounded theory is to generate a theory that accurately represents the underlying social processes and structures that exist in the data. The researcher utilized AtlasTi version 9.0 to systematize and scrutinize the data. During this process, the researcher identified codes, patterns, and relationships among them, which helped in building categories based on Freeman's (1998) data analysis model. It should be noted that the data analysis approach of Freeman was augmented by a triangulation technique to guarantee the credibility and reliability of the collected data, as stated by Patton (1999).

The use of AtlasTi version 9.0 facilitated the analysis of the qualitative data by allowing the researcher to tag, categorize, and examine the data according to specific codes. Freeman's data analysis model aided the researcher in organizing the data into meaningful categories, while the use of triangulation technique enabled the researcher to compare the findings obtained from different sources. This helped in ensuring the validity of the data and strengthening the trustworthiness of the research findings. In order to ensure the accuracy and reliability of the data collected, the researcher performed triangulation by examining and evaluating the data collection instruments multiple times. This process involved assigning codes to important facts that could

provide insights into the research question. To begin with, the researcher conducted a detailed analysis of the field notes, going through each word, phrase, and paragraph, and then compared the information obtained from these notes with the other data collection instruments. This helped to identify any discrepancies or inconsistencies in the data and to develop a more comprehensive understanding of the research topic. Furthermore, the use of multiple sources of data and methods in the triangulation process helped to increase the validity and credibility of the findings. Upon selecting a research topic, the researcher assigned labels to the pertinent data, ensuring that they were not only consistent but also repeated in at least two data collection instruments.

After identifying significant units of analysis, she grouped the codes and initiated the process of creating initial pre-categories, while also establishing connections and interactions between the identified units. Afterwards, the researcher compared and validated the preliminary categories discovered in her field notes by cross-referencing them with data obtained from the transcribed records of students' spoken performances and interviews. In other words, the researcher used the technique of triangulation to confirm the initial categories found in the field notes using different data sources. This approach helped to ensure the accuracy and credibility of the findings by utilizing multiple data collection methods and sources. Additionally, the triangulation technique can help to increase the reliability and validity of the results by minimizing the potential for bias or error in any single method of data collection. By verifying the data analysis on each of the three data gathering instruments, she was able to confirm the reliability and accuracy of her findings. The process of triangulation allowed for a more comprehensive and multifaceted analysis of the data, providing a robust foundation for the researcher's conclusions. During the process of triangulation, the researcher utilized Freeman's

(1998) approach of data organization, which involved four steps: identifying significant units of analysis, grouping related codes, discovering connections and relationships among them, and finally categorizing and presenting the information gathered.

Naming was performed when the analytical process began. This allowed for a clear identification of the key concepts and themes that emerged from the data. The researcher ensured that these themes were not only identical but also repeated across at least two data collection instruments to ensure their reliability and validity. Furthermore, this process of data organization was continuously reviewed and refined throughout the analysis process to ensure a comprehensive and accurate representation of the data. Codes or patterns are the names given to these labels. In this instance, the codes were derived from the data, which has been a given name by the researcher. Observing what occurs with students' speech output as shown by the data and condensing it all into a brief statement was the criterion used to identify the codes. The researcher employed data to illustrate and showcase the advancement of freshmen students in public speaking skills through project-based learning and collaborative interaction with their peers. The data showcased how students became more active in their learning by engaging in various project activities and developing problem-solving skills. The students' progress was measured through their oral performances, including speeches and presentations, and the analysis of their work. In addition, the data demonstrated how students improved their ability to work collaboratively with their peers and to communicate their ideas more effectively. The researcher also explored the impact of the program on the students' motivation and engagement, as well as their perception of their language learning experience. These data provided concrete evidence of how students regularly requested help with vocabulary during class, and how their requests were met with helpful responses from their instructor or peers. The data helped to emphasize the

significance of collaborative learning and active participation in class, as it highlighted the benefits of seeking assistance when needed and working together to achieve shared goals. The researcher referred to this recurring phenomena or pattern as: asking students for unfamiliar terminology and then supplying them with unfamiliar vocabulary respectively, similarly during oral activities, students often required motivation to speak, and their classmates would offer support to help them overcome their reluctance. The researcher identified these recurring patterns as key factors, including overcoming the fear of public speaking, receiving peer encouragement, and managing students' emotions and feelings. These are the initial patterns or codes that emerged from the data analysis.

The findings of the study suggest that project-based learning and collaborative work can help students improve their oral communication skills and overcome anxiety about speaking in public. The support provided by peers plays a crucial role in boosting students' confidence, and managing their emotions can help create a positive and supportive classroom environment. These insights can be valuable for educators and curriculum designers seeking to enhance students' speaking and interpersonal skills. Grouping is the process of reorganizing the data into starting categories based on the names assigned to it in the preceding stage. Then, after having many distinct names prepared, the researcher organized them into pre-categories. These pre-categories were formed by grouping similar codes together based on their meaning and significance. The process of identifying these pre-categories involved scrutinizing the data repeatedly to ensure that they accurately reflected the patterns and themes that emerged. Through this iterative process of analysis and revision, the pre-categories were refined and organized into meaningful clusters that helped to illuminate the research question. The identification of these pre-categories served as a critical first step in the process of coding and analysis. This was accomplished by

beginning with a list of codes and their frequencies together with the data obtained from the various instruments; after that, the researcher divided the data into groups and renamed or utilized the code that had the highest frequency.

After reducing the amount of data, the following step was to find correlations, patterns, and themes to determine the best method of identifying the primary core categories. In the subsequent phase of the study, the presentation of the data was conducted with the aim of assessing the identified categories and their ability to provide answers to the research question. The presentation of data involved organizing and synthesizing the codes and categories into a coherent narrative that highlighted the key findings. This process was crucial in identifying the relationships between the codes and categories and the overarching themes that emerged from the data. The presentation of data aimed to provide a comprehensive and clear understanding of the research question and the data collected. Additionally, this phase aimed to identify any gaps in the data or areas that required further investigation. At this point, the researcher made final judgments on whether to explain, restate, and refine the categories that have been discovered in a manner that genuinely answered the research objectives.

Pedagogical Intervention and Application

To collect data on how freshmen students cope with speaking activities, a pedagogical intervention was implemented within a project-based learning approach. This section outlines the specifics of the intervention, including the curriculum, language, learning, and classroom visions, which served as the basis for the intervention and the analysis. The curriculum vision outlines the content and goals of the intervention, while the language vision focuses on how language is used and learned within the project. The learning vision provides insights into how the intervention fosters learning, and the classroom vision sets the stage for how the intervention was implemented. By presenting these various elements, the researcher aims to establish the theoretical underpinnings of the intervention and provide a framework for analyzing the data collected.

Curriculum Vision Language Education as a Foundation

According to Richards (2013), the curriculum is a detailed design or model for a course that specifies how the content of the course is organized and presented to facilitate teaching and learning and to achieve specific learning objectives. According to Wiggins and McTighe (2006), a curriculum is more than just a list of subjects and essential information and skills. It includes relevant learning activities and assessments designed to increase the likelihood that students achieve the intended outcomes. Essentially, it serves as a roadmap for attaining the desired "outputs" of desired student performance.

A well-designed curriculum sets the tone for teaching and learning in the classroom and provides a framework for instruction. It outlines what students should know and be able to do, and how teachers can facilitate that learning process. It is also important to note that curricula are not static but should be revised and updated as needed to ensure they remain relevant and

effective. Additionally, curricula should be aligned with external standards and objectives to ensure that students are equipped with the knowledge and skills necessary to succeed beyond the classroom.

As noted in the previous chapter, language learning is all about communication, and therefore, the most important aspect of communicative competence is the speaker's ability to effectively and fluently communicate in the foreign language to achieve communicative goals. However, due to the limited opportunities for English language learners to interact with native speakers in their local communities, developing this competence is a significant challenge in EFL instruction. Hence, the curriculum for this pedagogical intervention was designed to provide ample opportunities for students to engage in oral communication activities with their peers and the teacher. The curriculum was also structured to improve students' fluency, accuracy, and ability to effectively express themselves in English. The objective of the pedagogical intervention was to enhance students' communicative competence, which is a critical skill in today's globalized world.

The significance of a communicative language curriculum is supported by the arguments presented by Nunan (1991), which align with the instructional design employed in the current study. One of the central tenets of a communicative curriculum is that it promotes interaction using the target language. It also prioritizes the use of authentic learning situations, providing learners with the opportunity to practice their language skills in realistic and meaningful contexts. Additionally, a communicative curriculum emphasizes the importance of learner collaboration, encouraging students to work together to improve their language abilities. Nunan's work also underscores the importance of connecting language learning to learners' personal experiences and integrating learning experiences inside and outside the classroom.

In designing a pedagogical intervention focused on communicative language skills, the researcher in the present study drew on these principles to create a curriculum that encouraged interaction, authenticity, collaboration, and personal relevance. By prioritizing these aspects of language learning, the researchers aimed to create a learning environment that was engaging and effective in developing students' communicative competence. Moreover, by linking learning inside and outside the classroom, the intervention sought to create opportunities for learners to practice their language skills in a range of contexts and to foster a sense of ownership and autonomy over the learning process.

The goal of this type of curriculum is to facilitate meaningful communication through the practice of the four language skills listening, reading, speaking and writing. This approach is based on activity-centered learning, which mimics the way people naturally learn. It prioritizes the learner and stresses the importance of learning through hands-on experiences and actively engaging in communication and interaction with others. These elements are essential for achieving project goals. The role of the instructor is that of a facilitator who encourages learners to express themselves, while the learner becomes an advocate for the development of learning skills. Furthermore, the outcomes of this type of curriculum address the ability to engage in self-reflection and decision-making.

Project-based learning is an instructional method that emphasizes real-world projects and activities, which encourage students to learn by doing. It is an interactive and collaborative approach that helps learners to develop essential skills such as problem-solving, critical thinking, and creativity. Project-based learning provides an opportunity for students to apply their language skills to practical and meaningful tasks, such as creating a presentation, conducting an interview, or giving a speech. This approach to learning also encourages learners to take

ownership of their learning by setting goals, managing their time, and assessing their progress. It is an effective approach to language learning because it allows students to apply what they have learned in a practical and authentic way, while also developing essential 21st-century skills that are highly valued by employers.

Vision Experiential Learning

The approach of experiential learning is the most appropriate way of learning. The reason for this is that experiential learning involves acquiring knowledge through one's own experiences, and a critical aspect of this process is the inclusion of reflection while doing so. Although language acquisition is a mental activity, Tudor (2001) believes that we can observe classroom processes and learning activities in a tangible way. For this reason, the researcher decided to use project-based learning as the investigative technique, as it is a characteristic of the classroom environment. The perspectives of 9th grade EFL students on their learning experiences were intertwined with their personal identities as individuals and members of a broader community across three projects. Additionally, project-based learning encourages the use of communicative skills, which is crucial for the development of EFL students' oral proficiency.

Experiential learning is grounded in the belief that people learn best through experiences, particularly those that are hands-on and engaging. As such, experiential learning is a learner-centered approach that promotes active participation, reflection, and problem-solving. By actively engaging in their learning, students are more likely to retain the knowledge they have gained and apply it to future situations. Additionally, by reflecting on their experiences, students can identify areas where they can improve and make adjustments to their learning strategies accordingly.

Project-based learning is a teaching method that involves students in long-term projects that are designed to solve real-world problems or address real-life issues. It is a student-centered approach to learning that encourages collaboration, critical thinking, and creativity. In this context, projects serve as a means of assessing student learning and understanding. By working on a project, students can apply the skills and knowledge they have acquired in a meaningful way, and they are better able to see the relevance of what they are learning to the real world. In the case of EFL instruction, project-based learning can be particularly effective in developing students' oral proficiency skills, as it provides them with ample opportunities to engage in communication and practice their speaking skills.

Experience-based learning was introduced into the classroom by John Dewey in the early twentieth century (1915). David Kolb and Roger Fry, two education theorists, popularized his notion of "learning by doing" as a method of instruction (1975). The theory developed by these scholars is based on the concept that learning is a process that occurs through the transformation of experience into knowledge. Another important aspect of this research study, in addition to the development of these abilities, is the requirement that the projects be personally significant to the participants. Making learning personally significant is crucial for motivating learners and promoting a more profound comprehension of the subject matter since it enables students to establish a connection between what they are learning and their own lives and experiences. This approach to learning helps to create a meaningful learning experience that can be transformative for learners.

Regarding the realm of EFL education, Tudor (2001) additionally contends that these learning encounters must be customized to align with the specific requirements of each learner, considering their distinct identities, preferences, and issues. This approach can help create

personally meaningful experiences that are aligned with typical study patterns, students' interactions with and attitudes towards TL, as well as their individual learning objectives. One key aspect of experiential learning is the ability to connect language learning to the real world. By focusing on the learner and their unique experiences and interests, EFL teachers can help create more engaging and effective learning experiences. Additionally, by providing opportunities for learners to use the language in communicative contexts, they can develop their language skills in a way that is more authentic and meaningful. This personalized and contextualized approach to learning can lead to deeper understanding and greater motivation to continue learning the language. His theory of experiential learning holds that students should utilize the target language for communicative goals regardless of whether they have completely learned it. It takes into consideration the problems that learners encounter while on their learning journey. In this kind of experiential learning, five major concepts guide the process: message emphasis, whole-person practice, use of genuine resources, application of communication methods, and the utilization of collaborative forms of learning. This approach emphasizes the development of communication skills that can benefit learners even outside the classroom setting. Moreover, collaborative learning styles can facilitate the exchange of information and support among students.

In addition to these benefits, message emphasis and collaborative learning also offer opportunities for learners to develop critical thinking and problem-solving skills. By engaging in meaningful conversations and exchanging ideas, learners can learn to analyze information, evaluate arguments, and construct logical arguments. Furthermore, collaborative learning can promote intercultural understanding and empathy, as learners engage with peers from diverse backgrounds and perspectives. Overall, message emphasis and collaborative learning can

contribute to a more engaging and effective language learning experience, one that prepares learners not only to communicate in the target language but also to navigate complex social and cultural contexts.

Language as a Mode of Self-Expression.

Language learners are viewed as social actors who use language to engage in social action, and language is seen as a means of personal connection, expressing feelings and goals, and exploring new areas of interest. Tudor (2001) argues that a functional perspective is more effective in language learning as it focuses on what learners need to do with the language rather than just learning a coding system. In this approach, teachers become facilitators who create a learning environment in which students can express their own feelings and ideas. This approach recognizes the uniqueness of each learner and their individual learning space.

By prioritizing language as a means of self-expression and personal connection, learners are more motivated and engaged in the learning process. This approach allows for creativity and freedom of expression, encouraging learners to explore and develop their own language use. The teacher's role becomes more of a guide who provides opportunities for learners to use the language in a meaningful and relevant way. This approach also highlights the importance of recognizing learners' individual needs and interests in language learning. By creating a safe and supportive learning environment, learners feel more comfortable expressing themselves in the target language, leading to greater language proficiency and a deeper understanding of the language.

In his research, Tudor (2001) puts forward the idea that language can be seen as a tool for self-expression, which has significant implications for language education. First and foremost, this perspective empowers students to use the language to express their own unique perspectives,

emotions, and life experiences, which can lead to greater engagement and motivation. This approach can be implemented through project-based activities that promote collaborative learning, as students work together to achieve communicative goals using the target language. Moreover, this perspective allows for a more holistic view of student learning, taking into account not only their academic progress, but also their personal growth and development. Through this approach, students are given a platform to express their own views on their language learning experiences, which can provide valuable insights for both teachers and researchers.

It is worth noting that this approach can also have broader implications beyond the language classroom, as it encourages individuals to use language as a tool for self-expression and communication in a range of contexts. By emphasizing the importance of individual voices and perspectives, this approach can help to foster greater empathy and understanding across cultural and linguistic boundaries.

Tudor's (2001) concept of language as a tool for achieving tasks can be considered an appropriate approach to incorporate into the educational program. This approach is consistent with Communicative Language Teaching (CLT), which aims to develop students' ability to use language in real-world situations with an emphasis on meaning negotiation. In this study, improving students' speaking skills was measured based on their successful performance in practical applications. Consequently, an instructional design that focuses on task-based activities, such as conducting interviews, carrying out field research, and delivering oral presentations, can motivate both students and instructors. Engaging activities that incorporate language learning can be more motivating than mundane exercises. By using CLT, students can improve their language

skills while also developing their ability to accomplish tasks in real-world situations, leading to a more well-rounded education.

The Communicative Classroom in EFL

Two fundamental perspectives were adopted in designing the classroom for the educational intervention. The first perspective emphasized a structured learning environment while the second perspective placed emphasis on creating a communicative classroom. The decision to adopt these perspectives was influenced by several factors that will be discussed in the next section. Ellis (1984) highlights the importance of the classroom as the primary location for education, which is where learning takes place in a controlled environment. The teacher has the responsibility of meeting educational standards while considering the needs of the students. In the communicative classroom, learners engage in meaningful language activities and interact with other students, members of the school community, and people from the wider community. They engage in tasks that enable them to use the language in authentic ways, fostering their language development and increasing their engagement in the learning process.

In designing the classroom, it is essential to consider the physical environment, which plays a crucial role in shaping students' learning experiences. The classroom should be designed in such a way that it promotes the goals of the educational intervention. The physical space should provide a structured and organized atmosphere that supports learning while also facilitating interaction and communication. The classroom design should be flexible enough to accommodate various learning styles and preferences, as well as the needs of diverse student populations. To achieve the goal of creating a communicative classroom, teachers should use a range of pedagogical strategies, such as task-based learning, cooperative learning, and project-based learning, that foster communication, collaboration, and engagement among students. These

strategies help to create a dynamic learning environment that encourages students to take an active role in their learning and to develop their language skills in meaningful and authentic contexts.

Tudor (2001) highlights that the classroom serves as more than just an educational space; it's also a social environment where students engage with each other, the instructor, and other involved parties. The classroom is a microcosm of society, where students learn not only the language but also social skills, cultural values, and norms. Therefore, the teacher's role is not only to impart language knowledge but also to facilitate students' social and cultural integration into the target language community.

Moreover, Tudor highlights that the classroom is not a static environment but a dynamic one that is influenced by various factors, such as the teaching methodology, the curriculum, the students' needs and expectations, and the cultural context. Therefore, teachers should be flexible and adaptable to changing circumstances and be willing to adjust their teaching practices to meet students' changing needs and expectations. In this way, the classroom can become a dynamic and interactive environment that fosters students' language and social development.

Furthermore, the classroom envisioned in the educational intervention was primarily focused on promoting communication. Tudor's (2001) perspective emphasizes that the learning process is more centered on the learner, in which communication is a crucial aspect, and the emotional roles of students are integrated into the learning process. According to Tudor, there is a difference between viewing the classroom as a medium of communication and viewing the classroom for communication. The former is concerned with preparing students for communicative language usage outside the classroom, whereas the latter is focused on providing a functional perspective on communication within the classroom. This suggests that the language

abilities acquired by students within the classroom are designed to aid them in applying the language in real-life communicative scenarios they might face in their future professional, academic, or personal experiences.

In addition to the benefits mentioned above, a communicative classroom can also foster a positive learning environment where students feel more motivated and engaged in the learning process. It provides an opportunity for students to participate in interactive and collaborative activities, which are more interesting and enjoyable than traditional teacher-centered instruction. Moreover, the communicative approach can help to reduce students' anxiety and fear of making mistakes in the language, allowing them to communicate more freely and confidently. Through this approach, students can develop their language skills in a more natural and authentic way, which can prepare them better for real-life communication situations. Hence, the integration of a communicative methodology in the classroom can result in improved learning achievements and facilitate more efficient development of students' language skills.

Development of Application

The implementation of the educational intervention commenced on September 13, 2021, and consisted of 24 sessions, with two hours of classes per week, totaling 24 hours. The objective of this proposal was to investigate how EFL students' oral production improved through project-based learning and constructive collaboration with their peers. The study aimed to contextualize these aspects in the larger classroom context of 903 students from San Vicente Ferrer School. As a result of the educational intervention, participants were able to enhance their L2 competency and gain a comprehensive understanding of the language that enabled them to contemplate their future utilization of it. The main emphasis of the proposal was centered around enhancing the public speaking skills of students, and to achieve this goal, the approach adopted

was project-based work. The proposed educational plan integrated activities that were designed to stimulate students' emotions, feelings, and opinions. In addition, the plan included various activities, such as role-playing, interviews, quiz talent, games, problem-solving, and content activities, that were tailored to the individual needs of the students, making it more student-centered. The purpose of the affective activities was to create an environment where students felt safe to express themselves and share their experiences. This approach is particularly effective as it allows students to take ownership of their learning and promotes the development of independent thinking skills. Moreover, the plan was designed to foster a collaborative and interactive learning environment, where students learn from each other's experiences and share their ideas.

The educational program aimed to raise students' awareness of themselves and their surroundings, including their peers, school, and community. The intervention featured three major initiatives to achieve this goal. One of the crucial elements of the project-based learning approach was students' critical reflection on their personal growth, existing problems, potential needs, and talents. Fieldwork was an essential aspect of the program that enabled students to engage in authentic conversations while reflecting on their life concerns through collaborative work. Instead of just learning the language, students practiced speaking it to have meaningful dialogues while also meeting the learning objectives and project requirements. They designed and conducted interviews, surveys, and oral presentations as well as the project's goals. Moreover, these tasks required students to think critically and reflect on the knowledge they gained and how they could apply it in real-world situations.

In addition, the program focused on affective activities that catered to students' emotions, opinions, desires, reactions, ideas, and experiences. The aim of these activities was to create a

positive learning environment that motivated students to participate actively and learn effectively. The emphasis on personal reflection and self-awareness was intended to help students develop a deeper understanding of themselves and their surroundings, which could lead to positive personal and social change.

Table 1

Action Plan Outline

Date	Project's name	Communicative goal	Speaking skill
September 13	I am finding out who my classmates are: people who share common ideas but still appreciate differences.	Inquiring about and providing information on their way of life, personality, life objectives, and role in the family, as well as any faults or positive characteristics	Written comment on one classmate's replies, as well as an oral presentation of one minute about the student (drawn from a prior interview).
November 2	I have talents that can change and improve my life. I am worthy and I can transform my reality.	Make a reflection about their talents, strengths, weaknesses, interests and so on by filling a diary or journal. Interview to their family and friends	Oral presentation of their talents, strengths, weaknesses and general information

		concerning the talents that they can identify in me.	
February 2022	It is time to show what my talents are	Identify the classmates that have the same talents than me, describe the process of identifying and the identified talents	Oral presentation of the talents identified and the general process to come to the final results

Note Table 1 shows the action plan carried out during the intervention since the beginning until the end

As mentioned in the previous chapter, the educational intervention was supported by action-research and divided into three cycles. Each cycle consisted of a single classroom activity. The cycle one, "Discovering Who My Classmates Are: Sharing Common Ideals while Respecting Differences," aimed to encourage students to talk about themselves and learn more about their classmates. Students interviewed a classmate with whom they had little contact, and then gave an oral presentation about their own personality, lifestyle, life goals, and family role. Students had the option of interviewing a student they had never spoken to before or spent much time with. The primary goal of this cycle was to foster deeper friendships among learners and to promote a sense of empathy and respect for each other's differences. The issue statement revealed that some students exhibited selfish attitudes and mocked each other's pronunciation, which created barriers to building connections. This activity was intended to encourage learners to acknowledge the human aspect of their classmates and appreciate their unique qualities. It is

important to note that this cycle aligns with the communicative approach to language learning and teaching, as it provides learners with opportunities to engage in authentic communication and interact with their peers. By discussing their personal experiences, learners are able to practice using the language in a meaningful way, which can lead to better language acquisition and retention. This cycle also highlights the importance of creating a positive and inclusive classroom environment, which can have a significant impact on students' motivation and engagement. Encouraging students to connect with each other and appreciate their differences can help to create a sense of community and foster a love for learning. It took seven weeks to complete this job. The learners were responsible for planning and conducting the interview as well as preparing the oral presentation. As a result of this, they were more conscious and critical of the need to get to know their peers on a deeper level.

In the cycle two, —I have talents that can change and improve my life. I am worthy and I can transform my reality| the students brainstormed their multiple talents, abilities, strengths and weaknesses. The idea was that each student could identify the different features that could help him/her to recognize that he/she is important, and that his/her life has a meaning. This second cycle started on November and was continued in January of 2022.

The final cycle —It is time to show what my talents are, was implemented in February of 2022. The idea is that students identified a classmate or classmates who had the same talents that they had and then to construct an oral presentation.

Table 2*Project based learning cycles*

Cycle	Project	Characteristic	Communicative skill	Procedures taken
September 13 -November2	I am finding out who my Classmates are people who share common ideas but Still appreciate differences.	Students often occupy the same physical location (the classroom) for the whole of the academic year, but they are not familiar with one another on a personal level. The goal of this project is to help kids form deeper connections and more friendly interactions as they begin to discover their own unique characteristics and personalities.	Investigate the personality, lifestyle, and life aspirations of a student to learn more about him or her and his or her place in the society. An oral presentation that may include text in slides as supporting materials.	Show the students how to conduct an interview in a professional setting. Create interview questions that will be used during the activity. practice. Interview execution

	<p>To do this, the students made a questionnaire to get to know their classmates' tastes, and aspirations.</p> <p>Students also wrote a report on their classmates' answers to the interviews and made a presentation</p>	<p>Report creation</p> <p>Presentation of the findings</p>
<p>Cycle 2 November 1</p> <p>I have talents that can change and improve my life. I am worthy and I can transform my reality.</p>	<p>This second project dealt with the understanding of themselves. Students did a research on themselves that is: strengths, weaknesses, likes, dislikes, dreams, fears and so on. The students first came up with a list of the most important features that</p>	<p>Using a survey to get information about them. A three-minute oral presentation by the students.</p> <p>Watching examples of how to create a life project (video).</p> <p>Brainstorm my abilities and talents</p> <p>Creation of the teams.</p> <p>Questionnaire creation.</p> <p>Recollection of information</p>

		<p>they have Afterwards, in accordance with the subject provided, they created a survey (with a maximum of five questions) asking to their friends regarding their talents and the different things that make in an outstanding way.</p>		<p>Writing in the notebooks the information collected.Oral presentation.</p>
<p>Cycle 3 February 2022</p>	<p>It is time to show what my talents are</p>	<p>Students participated in a field investigation to learn about the classmates that had the same talents and abilities. First, students completed a worksheet in which they listed the talents that they had, then they shared this worksheet</p>	<p>Interviewing classmates regarding their talents An oral presentation about the information received.</p>	<p>What my talents are, identification of the different talents Quiz talent Construction of the different groups</p>

with their classmates	Video
After that, they made	preparation
groups with the other	about my
classmates that had the	talents
same talents Following	Video
that, they chose one	presentation
talent, and they made an	Observations
oral presentation	of the video
	Debate about
	feelings of the
	three projects
	Evaluation and
	post- test
	administration.

Note Table 2 shows the different project based learning steps carried out during the intervention

To reach the aim set for this educational intervention of motivating students to work in a purposeful manner while improving their speaking abilities, certain criteria were used to assess their progress. These included their active participation, vocabulary that could be understood in the given context, and their ability to negotiate meaning with one another. By using this approach, the researcher was able to observe how students, using a topic that was relevant to them, created inquiries, responses, evaluations, and other feedback forms.

Introduction to Data Analysis and Findings

The methodology employed to analyze the data, along with the participants' contributions to the research, is explained in this chapter. It discusses the techniques used for collecting and analyzing data, including the validation and triangulation process, and how the data was analyzed to address the research questions. Additionally, the chapter presents the results of the analysis, which provide insight into the effectiveness of the educational intervention and the impact it had on the participants. The findings shed light on the students' development of their speaking abilities and their ability to collaborate and negotiate meaning with their peers, as well as the positive impact of the implementation on their attitudes towards learning a foreign language. As mentioned earlier, this study aimed to investigate the impact of project-based learning on the oral communication skills of ninth grade EFL students in a public school in Antioquia. The students were involved in three projects that aimed to help them explore their own identities, learn about the identities of their partners, and showcase their talents. The aim of these projects was to foster the students' communicative competence in English by engaging them in initiatives that were relevant to their lives and contexts. To achieve the goals of each project, the students were required to shift from being passive learners in their English class to becoming active participants in the construction of meaning and information. In this way, they were encouraged to develop their oral communication skills and use English to express themselves more confidently and fluently.

It is worth noting that project-based learning has been shown to be an effective approach in promoting language learning and development. By engaging students in meaningful and authentic tasks, they are able to use language in a more purposeful and contextually appropriate manner, which can enhance their overall language proficiency. Moreover, project-based learning

also encourages students to work collaboratively, develop critical thinking skills, and build their confidence in using the target language. Thus, the findings of this study have important implications for language teaching and learning, particularly in the context of public schools where resources may be limited, and teachers may face various challenges in engaging students in meaningful language practice. Since then, the researcher watched how they sought the most effective methods to communicate their thoughts in English, which were occasionally expressed in Spanish, because they often encountered communication barriers while talking in the target language while working as researchers. In the next phase, the researcher watched how their speech skills improved gradually throughout the interactional and transactional tactics that students used in order to finish each assignment. However, they were not given any instructions on how to conceptualize what interactional and transactional tactics are. Students were given exercises and assignments that represented various types of speaking tactics, and the researcher observed and recorded how they used those methods in their own words.

Multiple methods were used to gather data for this research study, such as administering pre- tests and post-tests, taking field notes, transcribing oral presentations made by the students, and conducting interviews with them. These methods provided different perspectives on the students' progress and allowed for a more comprehensive analysis of the results. For example, the pre-tests and post-tests were used to measure the students' improvement in oral communication skills, while the field notes captured observations about the classroom dynamics and interactions between students. The transcripts of the oral presentations provided a detailed record of the students' language use and the strategies they employed to convey their ideas, while the interviews gave insights into their attitudes and perceptions towards the project-based learning approach. The combination of these tools allowed for a thorough and multi-faceted

examination of the research questions. They were effective instruments for gathering quality material that might be used to address the following questions: How does the project-based learning increase the communicative skills in EFL learners?

Data Management Procedures

The researcher in this study utilized a qualitative research approach to investigate the oral communication abilities of the participants in an EFL classroom setting. By focusing on the participants' communication skills, the researcher aimed to gain a deeper understanding of the classroom phenomenon. In doing so, the researcher took into account various factors such as the individual differences, strengths, and weaknesses of the participants, as well as the context in which the study was conducted. To gather data, the study utilized various methods. These techniques were thoughtfully selected to encompass various facets of the study and offer a thorough grasp of the phenomenon being examined. Moreover, the study aimed to identify the factors that contributed to the participants' oral communication abilities and to explore the challenges they faced when communicating in English. The researcher also analyzed the impact of the teaching methods used in the classroom and the role of the teacher in facilitating effective communication. Through the data collection process, the researcher was able to gain insight into the participants' experiences, perceptions, and attitudes towards oral communication. Additionally, the research findings provided valuable information that could be used to improve EFL teaching and learning practices, particularly in oral communication.

As defined by Strauss and Corbin, the data analysis in the current research is based on grounded theory and consists of three phases of coding: open, axial, and selective, with each step being followed by the next (1990). The grounded theory method is a strategy for constructing categories of information that includes the following steps: 1) Open coding, in which bits of information are compared and given conceptual labels to group together comparable pieces of information, resulting in the establishment of categories. The linking of categories with subcategories is referred to as axial coding. Three-tiered categorization is the process by which

all categories are brought together around a central category, and categories that need additional explanation are given descriptive depth.

Grounded Theory- Developing and Applying Codes

The first step when coding is open coding: According to Corbin and Strauss (1990) the process of open coding, which is a type of interpretative process, is used to break down data analytically. Its goal is to provide the analyst with fresh insights by challenging conventional ways of thinking about or interpreting occurrences that are represented in the information. A number of approaches have been developed to aid in the progression of this process. Events are compared with one another in open coding to see if there are any similarities or discrepancies. In addition, they are assigned conceptual labels. Categories and subcategories are formed because of grouping together events, actions, and interactions that are conceptually comparable to one another.

The second step in coding is axial coding: Axially coded categories, concerning Corbin and Strauss (1990) are connected to their subcategories, and the links between them are checked against data in this method. There are still new categories being made, and people keep looking for proof that they exist.

The authors add that subcategories are associated with a category by using the coding paradigm of circumstances, context, strategies (action/interaction), and consequences to link them together. This paradigm is not distinguishable from other forms of qualitative research methods, but it may be used more consistently in grounded theory investigations due to the nature of the research questions. The examination of data is essential for understanding the circumstances that prompted the research, the specific context in which it was conducted, the actions or interactions that triggered it, and the resulting consequences. To avoid gaps in the

theoretical framework, it is important to constantly alternate between data collection and analysis. Through analysis, researchers can identify what aspects to focus on during interviews and observations, ensuring a comprehensive understanding of the phenomenon under investigation. By closely scrutinizing the data, researchers can uncover meaningful insights and patterns that contribute to the development of a robust theoretical framework. Neglecting the iterative process of data collection and analysis may lead to incomplete or insufficient findings, limiting the depth and accuracy of the research.

Finally, Corbin and Strauss (1990) establish that when all categories are united around a "core" category, and categories that need additional explanation are filled-in with descriptive information, this is referred to as selective coding. Selective coding is a technique used in data analysis. A study's latter stages are more likely to include this form of coding than its earlier ones. The primary category can emerge from existing categories or require the use of a more generalized term to represent the central phenomena. All other categories are invariably linked to the core category, either through contextual factors, action strategies, or consequences stemming from the core category. Diagrams can be helpful in consolidating and integrating the various categories.

Qualitative Data Coding

In contrast to quantitative procedures, there are no generally applicable strategies that may be used to create conclusions in qualitative data analysis. In qualitative investigations, the researcher's analytical and critical thinking abilities play an important part in the data processing. In other words, no qualitative study can be done again to get the same results as a quantitative study. It is feasible to identify shared themes, patterns, and connections in the responses of participants in a sample group by using a specific set of procedures designed for this purpose.

These procedures are intended to be applied after the codes from the previous step have been defined. The goal is to detect commonalities and relationships among the responses that can provide insight into the research question or topic of interest.

Specific approaches to qualitative data interpretation include the following, which are the most often used and most effectively: The first one is screening primary data for words and phrases that are most often used by respondents, as well as words and phrases that are associated with atypical emotional states. The second one is contrasting the results of the field observations, transcripts and interviews, with the findings of a literature study, and highlighting the discrepancies between the two types of data. The third one, discussions in which parts of the topic were not stated by respondents, even though the researcher anticipated them to be mentioned, were conducted in search of missing information. The fourth step is comparing primary research findings to occurrences in a different domain and examining the similarities and differences between the two types of phenomena. The last step is summarizing. In this last step, the researcher must establish a connection between research results and hypotheses, as well as study goals and objectives. It is possible to utilize notable quotes from the transcript to illustrate important themes within the results as well as any discrepancies while writing the data analysis chapter.

Predictive Research

Once identified the research problem, one alternative to overcome it, is by implementing the project-based learning methodology. The implementation of a new strategy makes part of a predictive research. Thomas (2000) emphasizes the importance of using research to predict the impact of project- based learning on student outcomes, particularly in terms of academic achievement and engagement. In this case the anticipation goes to determine if the project-based

learning methodology increases the oral communication skills of ninth grade students by extending the investigation of current phenomena, policies, or other entities in order to forecast something that has not been attempted, tested, or recommended before is the goal of this form of research.

In a predictive research study, the primary aim is to determine the potential outcomes or effectiveness of something. This type of research differs from prescriptive research in that it deals with ideas that have not yet been tried or tested, or those that did not exist previously. The predictive paradigm attempts to forecast the future of a specific area or phenomenon, similar to how a crystal ball may work. This research approach is useful in identifying potential issues or challenges in advance and devising strategies to deal with them effectively. It can also provide valuable insights into potential outcomes that can help in decision-making processes.

Pre-Test and Post-Test Analysis

At the beginning of the experience, as the researcher stated before, a pre-test was administered to the students. The pre-test was taken from the Colombia Aprende web page, designed by the Colombian ministry of Education. The students were asked to answer the questions of the first section composed by two sets. The pre-test was administered to all the students of 903. A sample of 15 students was chosen based on the test results. The first 5 were students that got a low average in the pre-test, which signed the consent form and wanted to participate in the project. Second group were 5 students that got a fair English level, which signed the consent form and wanted to participate in the project too.

Finally, the last group was 5 students that got an outstanding level in the pre-test and that also wanted to participate in the project. The 15 students were informed about their selection as a sample in the research project and they agreed with that.

The oral speaking abilities evaluated and observed were:

Speaking Accuracy

Speaking accuracy refers to the level of correctness and precision in spoken language production. It involves using accurate grammar, vocabulary, pronunciation, and sentence structures to convey meaning effectively. In the context of language learning and assessment, speaking accuracy is often evaluated based on the student's ability to produce language that adheres to the rules and conventions of the target language.

When speaking accurately, students demonstrate a command of grammar rules, employ appropriate vocabulary, and pronounce words correctly. They also use appropriate sentence structures and demonstrate an understanding of word order, verb tenses, articles, prepositions, and other linguistic elements.

Content and Vocabulary

Content and vocabulary are crucial speaking abilities that greatly contribute to effective communication in an oral presentation. Evaluating these aspects helps assess the student's knowledge, organization, and language proficiency, ultimately determining the effectiveness of the presentation. When evaluating content, it is important to consider its relevance to the topic and purpose of the presentation. A successful student ensures that the content presented aligns directly with the subject matter and provides meaningful and applicable information.

Furthermore, a thorough grasp of the subject matter is essential. The researcher assessed the depth of knowledge demonstrated by the speaker, looking for accurate facts, relevant concepts, and supporting evidence. A well-organized presentation is also crucial, with clear introductions, well-developed main points, and a concise conclusion that ties everything together. The

incorporation of appropriate supporting materials, such as examples, data, visuals, or anecdotes, can further enhance the understanding and impact of the content.

In terms of vocabulary, the researcher considered the range, accuracy, complexity, and clarity of the speaker's language. An effective speaker demonstrates a diverse and appropriate vocabulary, utilizing precise and specific terms that align with the topic. Accuracy in word choice and usage is essential, ensuring that words and phrases are applied correctly in their respective contexts. Complexity of vocabulary reflects the speaker's ability to incorporate advanced or specialized terms when appropriate, enhancing the overall sophistication of the presentation. Ultimately, clarity and precision in language usage are crucial, allowing the speaker to effectively convey ideas and concepts using vocabulary that accurately communicates their intended meaning. By evaluating content and vocabulary as speaking abilities, we can gain insights into the speaker's knowledge, organization, and language proficiency, enabling us to assess the effectiveness of the presentation in delivering relevant information and using a rich and appropriate vocabulary to convey ideas clearly and persuasively.

Fluency

Fluency is a crucial element when evaluating oral speaking abilities, referring to the smoothness, ease, and natural flow of speech in a target language. It encompasses the ability to express oneself effortlessly, without hesitations, interruptions, or excessive pauses. Evaluating fluency involves considering several factors. Speech rate, or the pace at which the speaker delivers their speech, should be comfortable and allow for clear understanding. Coherence and cohesion play a role, as speakers should organize their thoughts and ideas in a logical and coherent manner, ensuring smooth transitions between sentences and paragraphs. The appropriate use of fillers and repetitions is also important, as they can impact the overall flow

and fluency of speech. In addition, the evaluation includes an assessment of how speakers manage repairs and self-corrections in real-time while maintaining the flow of speech. Finally, language control, or the consistent application of grammatical accuracy and appropriate vocabulary usage, is considered. Assessing fluency helps determine a student's ability to express themselves confidently and effectively in real-time situations. A fluent speaker demonstrates a natural command of the language, conveying their thoughts and ideas with a seamless and uninterrupted flow. Fluency enhances communication by ensuring the smooth delivery of the speaker's message, resulting in increased impact and engagement during the presentation.

Pronunciation

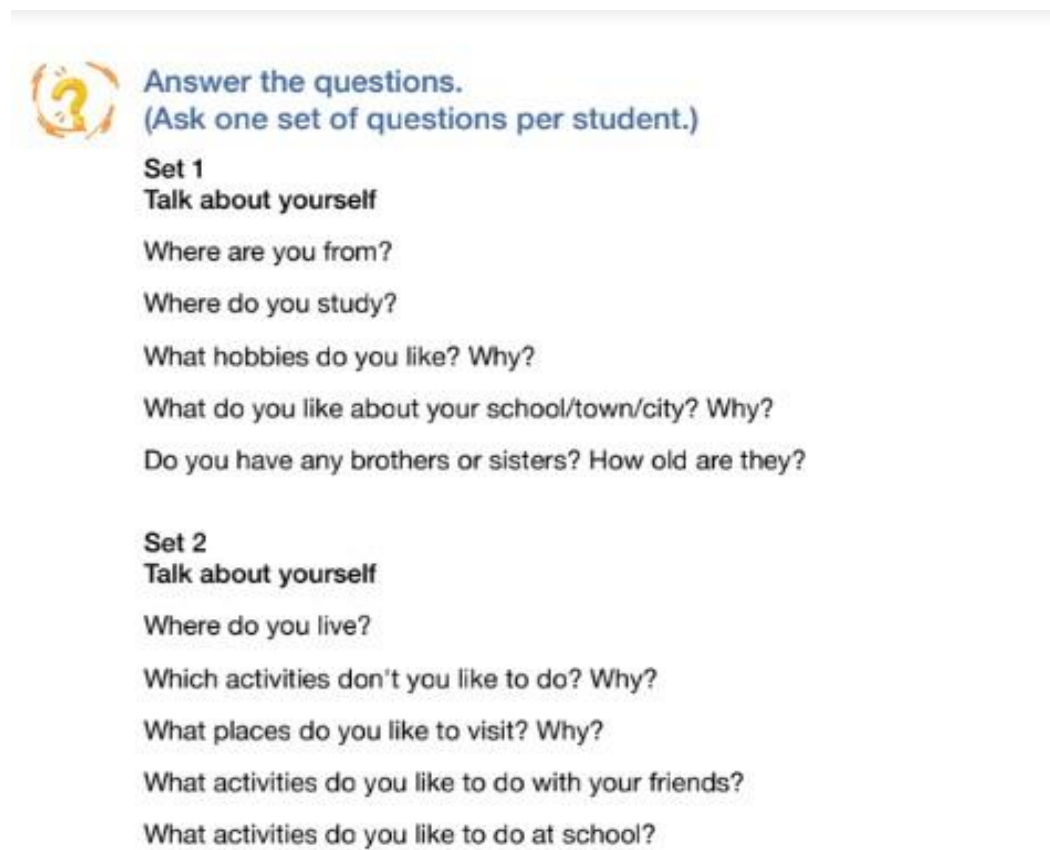
Pronunciation is a key element in evaluating oral speaking abilities and refers to the way sounds, words, and sentences are articulated and produced in spoken language. It involves the correct formation and enunciation of sounds, intonation patterns, stress, rhythm, and overall clarity in speech. When assessing pronunciation, several factors are considered. Sound accuracy examines the speaker's ability to produce individual sounds, including consonants, vowels, and diphthongs, without distortion or omission. Intelligibility is evaluated, focusing on the clarity and comprehensibility of the speaker's pronunciation, ensuring effective communication. Word stress and rhythm are assessed to determine if the speaker places appropriate emphasis on syllables and words within sentences, maintaining a natural flow and rhythm in speech. Sentence intonation is examined to gauge the rise and fall of pitch and tone, which convey meaning and intention in spoken sentences. Additionally, the researcher considers the smoothness of linking and connected speech, where words and sounds are connected seamlessly, and certain sounds may be reduced in fast or connected speech. While accent is acknowledged, it should not be the sole criterion for evaluation, as the primary goal is intelligible pronunciation. Evaluation of

pronunciation provides insights into the speaker's ability to produce sounds and patterns accurately and clearly in the target language. Effective pronunciation enables clear communication, ensuring the speaker's message is understood and interpreted correctly by the audience.

The figure 1 shows the first set of questions used in the pre-test and posttest exam. The first set of question is composed by questions about place of living, hobbies, likes and dislikes and some others. As previously stated, the test was taken from Colombia aprende (appendix c)

Figure 1

Colombia Aprende First Set of Questions Pre and Post-Test



Answer the questions.
(Ask one set of questions per student.)

Set 1
Talk about yourself

Where are you from?
Where do you study?
What hobbies do you like? Why?
What do you like about your school/town/city? Why?
Do you have any brothers or sisters? How old are they?

Set 2
Talk about yourself

Where do you live?
Which activities don't you like to do? Why?
What places do you like to visit? Why?
What activities do you like to do with your friends?
What activities do you like to do at school?

Note Image taken from Colombia Aprende

The students were asked to answer the second section based on a sequence of images.

Figure 2

Colombia Aprende Pre-Test and Post-Test Second Set of Questions



Note Image taken from Colombia Aprende

Each section has a punctuation of 12.5 and the results of applying it is showed in the following tables

Table 3

Pre-test and Post-test Content and Vocabulary Ability of Underperforming Students

Speaking	Content and vocabulary	
Competence	Pre-Test	Post Test
Student 1 score	6	10
Student 2 score	3	6
Student 3 score	7	9
Student 4 score	4	6

Student 5 score	8	10
Mean score	5,6	8,2

Note Table 3 shows the results of the content and vocabulary speaking competence of 5 students selected randomly of the 33 students of 903. They are named as Underperforming students since they got low results in the pre-test and also, they agreed to participate in the research project. The researcher found 10 students that got low results and for this purpose she chose 5.

Table 4

Pre-test and Post-test Speaking Accuracy Ability of Underperforming Students

Speaking Competence	Speaking Accuracy	
	Pre-Test	Post Test
Student 1 score	4	6
Student 2 score	4	7
Student 3 score	3	5
Student 4 score	2	5
Student 5 score	6	8
Mean score	3,8	6,2

Note Table 4 shows the speaking competence results of Underperforming students concerning the competence of speaking accuracy

Table 5

Pre-test and Post-Test Fluency Ability of Underperforming Students

Speaking Competence	Fluency
------------------------	---------

	Pre-Test	Post Test
Student 1 score	4	6
Student 2 score	4	6
Student 3 score	5	7
Student 4 score	2	6
Student 5 score	6	8
Mean score	4,2	6,6

Note Table 5 shows the speaking competence results of Underperforming students concerning the competence of fluency.

Table 6

Pre Test and Post Test Pronunciation Ability of Underperforming Students

Speaking Competence	Pronunciation	
	Pre-Test	Post Test
Student 1 score	3	6
Student 2 score	3	6
Student 3 score	5	8
Student 4 score	3	5
Student 5 score	6	9
Mean Score	4	6.8

Note Table 6 shows the speaking competence of Underperforming students concerning the competence of pronunciation.

Table 7*Pre-test and Post-test Content and Vocabulary Ability of Average students*

Speaking Competence	Content and Vocabulary	
	Pre-Test	Post Test
Student 1 score	8	9
Student 2 score	7	11
Student 3 score	9	12
Student 4 score	11	12
Student 5 score	8	10
Mean Score	8.6	10.8

Note: A sample of 5 randomly selected students out of the total 33 students from the group 903 agreed to participate in a research project evaluating their content and vocabulary speaking competence. While 15 students demonstrated an average level of proficiency, a subset of 5 students were specifically chosen for this analysis. The previous table presented the results of the content and vocabulary speaking competence of these 5 selected students.

Table 8*Pre-test and Post-test Speaking Accuracy Ability of Average Students*

Speaking competence	Speaking Accuracy	
	Pre-test	Post test
Student 1 score	7	8

Student 2 score	7	10
Student 3 score	9	11
Student 4 score	6	9
Student 5 score	8	11
Mean score	7,4	9,8

Note Table 8 shows the speaking accuracy competence of average students.

Table 9

Pre-test and Post-Test Fluency Ability of Average Students

Speaking Competence	Fluency	
	Pre-test	Post test
Student 1 score	8	11
Student 2 score	8	10
Student 3 score	7	9
Student 4 score	9	11
Student 5 score	10	12
Mean score	8,4	10,6

Note Table 9 shows the fluency speaking competence results of average students.

Table 10*Pre Test and Post Test Pronunciation Ability of Average Students*

Speaking Competence	Pronunciation	
	Pre-test	Post test
Student 1 score	6	8
Student 2 score	7	9
Student 3 score	5	9
Student 4 score	8	11
Student 5 score	7	10
Mean score	6,6	9,4

Note Table 10 shows the pronunciation speaking competence results of average students

Table 11*Pre-test and Post-test Content and Vocabulary Ability of Outstanding Students*

Speaking Competence	Content and Vocabulary	
	Pre-test	Post test
Student 1 score	7	10
Student 2 score	8	9
Student 3 score	9	10
Student 4 score	9	11
Student 5 score	10	12
Mean score	8.6	10.4

Note The previous table shows the results of the 5 selected students that got an excellent result in the pre- test and post-test content and vocabulary competence. The total amount of students that got excellent results were 8, and the 5 selected were in agreement to participate in this research project.

Table 12*Pre-test and Post-test Speaking Accuracy Ability of Outstanding Students*

Speaking Competence	Speaking Accuracy	
	Pre-test	Post test
Student 1 score	8	10
Student 2 score	8	10
Student 3 score	10	12
Student 4 score	11	12
Student 5 score	8	11
Mean score	9	11

Note Table 12 shows the pre-test and post-test results of outstanding achievers in the competence speaking accuracy.

Table 13*Pre-test and Post-Test Fluency Ability of Outstanding Students*

Speaking Competence	Fluency	
	Pre-test	Post test
Student 1 score	8	11
Student 2 score	8	10
Student 3 score	7	9
Student 4 score	9	12
Student 5 score	10	12
Mean score	8,4	10,8

Note Table 13 shows the fluency competence pre-test and post-test result of outstanding students

Table 14*Pre Test and Post Test Pronunciation Ability of Outstanding Students*

Speaking Competence	Pronunciation	
	Pre-test	Post test
Student 1 score	9	10
Student 2 score	8	10
Student 3 score	7	9
Student 4 score	7	11
Student 5 score	8	10
Mean score	7,8	10

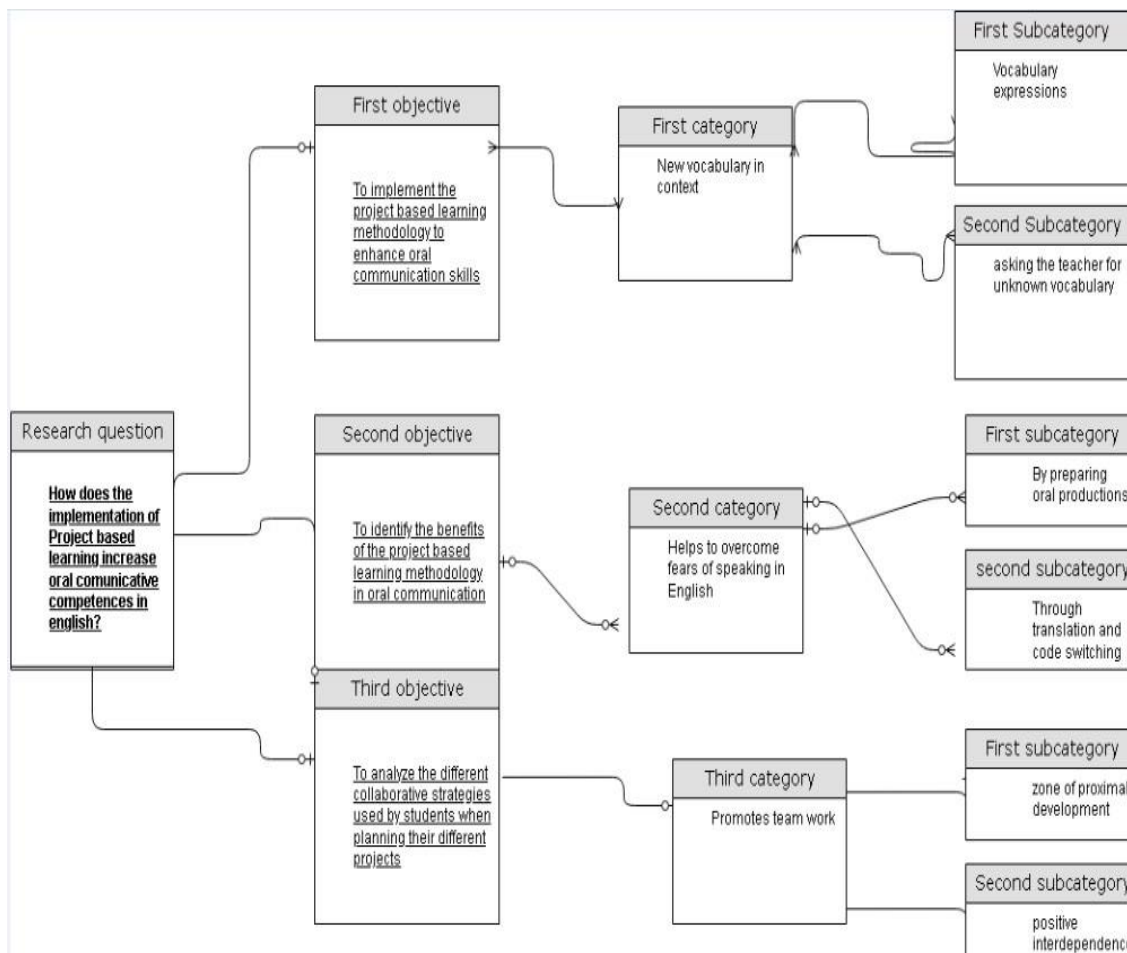
Note Table 14 shows the pronunciation competence pre-test and post-test results of outstanding students

It is possible to say that after the application of the posttest Underperforming students, average students and outstanding achievers had improved a lot their oral communicative skills. That means that project-based learning was an accurate strategy to promote content, speaking accuracy, fluency and pronunciation. However, it is necessary to keep working on the previous aspects since students still make mistakes when pronouncing some words.

Categories

Figure 3

Categories Based on the Objectives



Note: Own elaboration

First Category PBL to Learn a New Language

This was a crucial outcome, as students had shown disinterest in speaking during regular courses prior to the implementation, as previously discussed in the problem statement.

Furthermore, it was revealed that students' progress in communicative competence was hindered by their lack of vocabulary. While participating in the speaking tasks, students realized that they were struggling to create sentences and convey basic concepts due to insufficient vocabulary.

Consequently, they identified vocabulary development as a fundamental aspect for improving their language proficiency.

The data analysis demonstrated that students were highly motivated to expand their vocabulary as a means of enhancing their language proficiency, which corroborated the value of project-based learning in language education. It also highlighted the importance of developing students' vocabulary in order to facilitate the acquisition of other language skills.

First Subcategory by Exchanging Terminology

The data analysis showed that project-based learning facilitated language development by promoting vocabulary acquisition through collaborative work on different project stages. One of these stages was the preparation of interview questions, where students had to decide whom to interview, whether it was a classmate, their schoolmates, or both. Another stage was practicing how to ask questions appropriately, which involved conducting interviews with different people. Students had to adjust their questioning style to the different phases of the project, such as interviewing a classmate versus interviewing a schoolmate. These activities required students to communicate effectively with one another, use new vocabulary and expressions, and negotiate meaning in order to complete the project. As a result, the projects not only helped students to develop their language competence but also their collaboration and problem-solving skills, which are essential skills for future success.

Project-based learning allowed students to engage in authentic, real-life experiences, and activities that promoted meaningful language use. By working on projects, students had the opportunity to apply their knowledge of the target language in a practical context, which helped them to better retain and use the language. Furthermore, because students were working on projects that they found interesting and relevant, they were more motivated to participate and

learn. This approach to learning has the potential to transform traditional language instruction by providing a more student-centered, engaging, and interactive learning experience that promotes language and life skills development.

This section details how students enhance their language proficiency by requesting and sharing vocabulary and expressions with one another during the early stages such as "Discovering who my classmates are" and —I have talents that can change and improve my life. I am worthy and I can transform my reality, as evidenced by these instances.

Mariana: Sebas, no recuerdo como se dice debilidades

Sebastian: yo creo que se dice wiknes, esperame busco Mariana: jaja, ¿cuáles son tus wiknes entonces?

Sebastian: Profe ¿cómo se dice debilidades?

Profe: Buscalo en el diccionario

Sebastian: ¿no se dice wiknes?

Profe: se dice wiknesses

Sebastian: ah si, Mariana sería entonces wiknesses

Mariana: Bueno y fortalezas?

Sebastian: strenghts, ese si lo sé por el gimnasio. Dice algo del ejercicio como tu mayor strenght

Mariana: Listo quedaría ¿What are your srenghts and weaknesses?

Sebastian: muchas jajaja

(Transcript 4, Project 1, Session 1, 20-09-2021)

The example provided shows that the students had difficulty expressing themselves verbally due to their limited vocabulary. However, they gradually improved over time by

incorporating new vocabulary into their lexicon, which enabled them to construct coherent sentences. Some students initially relied on their first language (L1) to construct sentences, but they also attempted to use the target language (L2) whenever possible. As the students progressed, they supported one another in their language development, with the help of scaffolding. This step-by-step approach allowed the students to learn the foreign language effectively, as they worked to fulfill their immediate needs for vocabulary and sentence formation, which are crucial aspects of developing communicative competence. In addition, it's worth noting that the use of scaffolding in language learning has been shown to be effective in enhancing students' understanding of language. This process helps to support students in their learning journey by providing guidance and assistance in completing tasks that may be too challenging for them to accomplish alone. As students learn from one another, they gain confidence in their language abilities, which can lead to increased motivation and engagement. Moreover, the use of scaffolding can help to create a supportive and inclusive learning environment that encourages students to take risks and make mistakes, both of which are essential aspects of language learning.

The scaffolding process played an important role in fostering student growth and development in language competence. Through peer-to-peer interaction, students were able to provide each other with assistance, feedback, and support, which helped them to acquire new vocabulary and build more complex sentences. This process also encouraged students to become active participants in their language learning, as they engaged in negotiations to construct meaning and share knowledge. As a result, the students became more confident in their ability to communicate effectively in the target language, and their overall language proficiency improved.

These findings highlight the importance of project-based learning and interactive scaffolding in promoting language acquisition and development among students.

In this example, Sebastian assisted his classmate by providing vocabulary through word associations and consulting a dictionary. For instance, he used the word "strength" as it reminded him of a nearby gym. This example illustrates the importance of providing opportunities for students to use their language skills in meaningful contexts, such as interviews, where they can practice using new vocabulary and structures. The use of word associations and bilingual dictionaries also serves as effective tools for expanding students' vocabulary and enhancing their lexical competence. Through these activities, students are able to develop their language skills in a more natural and interactive way, allowing them to make progress more quickly and effectively. Moreover, these activities help students develop their confidence in using L2 and increase their motivation to continue learning and improving their language proficiency.

The study revealed an interesting finding related to the pre-existing desire of students to communicate in English orally. The data showed that students had identified a specific social skill that they needed to improve in order to enhance their language competence, and that skill was vocabulary expansion. Students had expressed a strong need to improve their vocabulary in order to communicate effectively and complete the projects assigned to them. They had realized that the development of their vocabulary was essential to their language proficiency and this realization had motivated them to work on it actively. The desire to expand their vocabulary was driven by the need to convey their ideas and thoughts accurately and coherently, and to ensure their success in completing the tasks assigned to them. The study suggests that this realization and motivation could be used as a basis for designing effective language teaching strategies that foster vocabulary development and improve communicative competence in EFL students.

The importance of vocabulary development in language learning cannot be overstated. A wide range of studies has shown that learners' lexical knowledge is a strong predictor of their language proficiency, particularly in oral communication. Vocabulary is the foundation of all language skills, and its development is essential for effective communication in any language. It enables learners to convey their thoughts and ideas accurately and to understand the meaning of spoken and written texts. Therefore, it is important for language teachers to incorporate effective vocabulary teaching strategies into their pedagogical practices to support their students' language development. The study suggests that project-based learning is one such strategy that can be used to foster vocabulary development and improve language competence in EFL students.

To enhance their language skills, students had to engage in interactional speaking with their classmates and partners, where they asked and answered questions regarding language. This was an important social skill that required them to be enthusiastic and helpful towards each other, especially when it came to preparing questions for interviews. During this interactional speaking, students used L1 and translation to find the correct vocabulary and expressions for the questions that they needed to ask. This helped them to prepare for the actual transactional dialogue that would take place during the interview, where personal and genuine information would be shared between the interviewer and interviewee. However, it is important to note that these learners were still in the early stages of conducting genuine transactional activities in their second language. They were still preparing for and studying the jargon that would be used in the interview, but as they continued to engage in interactional and transactional dialogues, their language skills were improving. It is worth mentioning that the role of interactional speaking in language learning cannot be underestimated. Through interactional speaking, learners are exposed to real-life situations that require them to use the language they are learning in a

meaningful and purposeful way. They also receive feedback from their classmates and partners, which helps them to identify areas where they need to improve. As learners progress in their language learning journey, they gradually move from interactional speaking to transactional speaking, where they engage in genuine communication with others. This shift is often accompanied by an increase in their confidence and proficiency in the language.

One crucial social strategy that children employed to enhance their oral language and vocabulary was asking their peers, "How do you say...?" This was a frequent question that they asked each other, in addition to "Can you tell me what it means?" and "Can you tell me how to say it?" They utilized this technique to improve their communicative competence in both L1 and L2, and it was particularly useful when preparing questions for their personal interviews. They repeatedly asked each other "¿Cómo es que se dice?" ("How do you say?") in order to learn new vocabulary and expressions that they could incorporate into their questions. By engaging in such interactions, they were able to scaffold their learning and gradually build their language competence. Moreover, the students also engaged in group discussions where they shared their personal experiences and opinions, providing them with opportunities to practice their language skills and learn new vocabulary. They often used these discussions to explore different perspectives and ideas and to gain a deeper understanding of the world around them. Through these interactions, they developed critical thinking skills and gained confidence in their ability to express themselves in both L1 and L2. Additionally, these group discussions created a supportive and collaborative learning environment that encouraged students to take risks and learn from their mistakes.

Meliza: who do you live with?

Alejandra: I live with my mother, my father, how do you say Hermana?

Meliza: Sister

Alejandra: What activities do you engage in during your leisure time?

Meliza: Tiempo libre cierto? I like watching movies

Alejandra: How do you say ¿Qué quieres hacer en el futuro?

Meliza: What do you want to do in the future?

Alejandra: ok What do you want to do in the future?

Meliza: I want to be cosmetologist, jajaja yo creo que asi es que se dice

Alejandra: hay yo también en donde la vas a hacer

Meliza: En la Mariela

(Transcript 13, Project 1, Session 1, 01-10-2021)

Alejandra asked Meliza how to say "hermana" (sister) in L2. Meliza initially responded in L1 by asking "Como es?" (What is it like?) but then she switched to L2 and asked "How do you pronounce hermana?" while looking at the example question on the board. Meliza helped Alejandra learn the vocabulary she needed to talk about her family members. By asking and answering questions in both L1 and L2, the two were able to scaffold each other's learning and improve their lexical competence. This type of peer interaction and support can be an effective method for language learners to develop their communication skills and feel more confident in using the language.

We can also observe that example when Alejandra inquired of Meliza, "What do you like to do in your spare time?" Meliza replied, "I like going to the movies." In her response, Meliza acknowledged that she did not understand the question very well by asking "Tiempo libre cierto?" to confirm if she understood correctly. She then answered the question by saying "I like going to the movies." This scenario highlights that Meliza encountered difficulties in grasping

the language utilized in the discussion, resulting in her having to pause and explain the Spanish definition of "free time" to ensure she had understood it correctly. Furthermore, this instance implies that learners made use of natural language and sentences that were not necessarily planned, which emerged from their personal interests and experiences linked to the projects. This enabled them to communicate in L2 more effortlessly and spontaneously.

Furthermore, PBL provides learners with opportunities to engage in real-world problem-solving situations and develop a deeper understanding of the subject matter. By working on projects that are related to their personal interests and lives, students are more motivated to learn and engage in the language learning process. The focus on communication and collaboration in PBL also promotes the use of language in a meaningful context, which can enhance learners' linguistic and communicative competence. As a result, project-based learning can be a productive approach in fostering language learning and enhancing the speaking abilities of students who are studying English.

This methodology not only helped students learn new vocabulary but also served as a means for them to review and retain previously learned words and expressions, which they had forgotten due to their past experiences of disliking English classes. Using communicative language teaching, learners engaged in constructing meaning and expressing their thoughts, which allowed them to improve their communicative competence. As they engaged in social support and interactional capabilities of oral discourse, they began to realize the significance of meaning-building and developed a demand for it. Therefore, project-based learning provided an opportunity for learners to enhance their language proficiency and gain confidence in using the language for communication.

Second subcategory Unfamiliar Terminology

To fulfill their language requirements and complete their projects, students employed yet another social method of asking their instructor for help with unfamiliar words and phrases. During the initial project, "I am discovering who my classmates are people who share common ideas but still appreciate differences," students realized they lacked the necessary vocabulary to construct complete questions and sentences in L2. As a result, they often defaulted to using L1. This is when they began to use their social interactional skills, which included asking the instructor for direct assistance. This approach enabled students to receive immediate clarification and allowed them to continue building their language skills with confidence. This practice also exemplifies how project-based learning and social interactional skills are mutually supportive, as students were able to apply what they learned from their interactions with the instructor to further improve their oral proficiency in L2. as shown in this example:

Esteban: ¿Profe, me podría indicar como digo, cuántos años tienes?

Teacher: How old are you?

Esteban: Ahh verdad!

(Observation transcription, session 3, 25-10-2021)

This highlights the fact that these students were not given enough opportunities to practice and use English orally in previous sessions, as evidenced by their limited oral proficiency in. It is also evident that learners had a limited command of English at the outset of the project-based learning intervention, and thus, it was a significant challenge for them to express basic vocabulary orally. However, they persevered and employed social techniques, such as seeking help from the instructor, to address their difficulties in limited vocabulary use during the interview preparation. This finding highlights the significance of project-based learning,

which provided a platform for learners to improve their communicative competence and construct new vocabulary and phrases in context. By using language spontaneously and generating sentences related to their personal lives and interests, they were able to speak more freely in L2. However, it also reveals the shortcomings of traditional language teaching methods that focus solely on grammar rules and memorization without providing ample opportunities for language practice and application. As a result, students like Esteban may struggle to recall and apply even basic terms and expressions in real-life situations. This emphasizes the need for more interactive and communicative language teaching methods that prioritize oral proficiency and practical language use.

Upon analyzing the collected data, it was found that participants, who were similar to the ones mentioned earlier, initially relied on Spanish to compensate for their lack of proficiency in English. These findings suggest that scaffolding and peer support can facilitate the language acquisition process, allowing learners to gradually increase their communicative competence in L2. It is also worth noting that the process of language acquisition is not uniform and can vary among individuals, depending on their prior language learning experiences, motivations, and learning strategies. Thus, incorporating project-based learning and scaffolding techniques can help to create an environment that promotes language acquisition and fosters a sense of community among language learners. Upon further investigation, it became apparent that students in the ninth grade possessed a limited capacity when it came to basic conversational skills. This finding underscores the importance of reinforcing language skills at a young age and the need for continuous language instruction throughout a student's academic career. It is crucial that educators prioritize language instruction and provide ample opportunities for students to practice and reinforce their language skills, as these skills serve as a foundation for effective

communication and can impact academic and professional success in the future. By placing a greater emphasis on language instruction, educators can help ensure that students develop the necessary language proficiency to effectively communicate and succeed in various contexts. As a result, students spent the majority of their time asking the instructor how to ask these fundamental questions in English and what language was included in those queries. On occasion, I responded in English, and they understood or recalled the term; on other occasions, I had to respond in Spanish since they did not comprehend English. I could see that some pupils were familiar with certain phrases and words, but that they had forgotten them because of a lack of experience in more realistic situations.

This research endeavor has substantiated Grant's (2002) assertion that project-based learning is a remarkably efficient instructional approach that stimulates students to partake in investigative tasks like interviews and surveys, all the while working in cooperation with their educators. It is worth noting that, despite these two students having higher English proficiency levels than their peers, they still relied on their teachers' expertise. This underscores the importance of developing communication skills in real-world contexts. Through project-based learning, students were provided with opportunities to engage in realistic and genuine situations, where they could create their own questions and seek to comprehend the value of meaning construction via social support and the communicative functions of oral discourse. This approach proved to be effective in enabling students to apply what they had learned and develop their communicative competence. Students learned to work collaboratively, think critically, and apply their knowledge to real-world situations. They were able to develop a deeper understanding of the language through project work that engaged them in personal interests and experiences. Additionally, the use of authentic materials and experiences allowed for the development of a

more profound and genuine understanding of the language, as well as a greater appreciation for its cultural and social significance.

Moreover, project-based learning not only assisted learners in developing their language competencies, but it also helped them to acquire knowledge and skills that are relevant to the workforce. This approach provides a conducive environment for students to learn and practice collaboration, critical thinking, problem-solving, and decision-making skills, all of which are essential in the modern-day workplace. By applying what they have learned through this method, students are better equipped to face real-world situations that require teamwork and innovation. Additionally, the findings of this research project suggest that project-based learning can be tailored to meet the unique needs of learners at different levels of English proficiency. It can be adapted to challenge more advanced students while still providing support for those who need it. By offering differentiated instruction, teachers can ensure that all students are given equal opportunities to learn and grow.

Second Category Project-based Learning and Anxiety

The project-based learning method enabled students to confront and conquer their apprehensions of speaking in their second language, which is associated with the transactional techniques that English as a Foreign Language (EFL) students utilize to confront their fears when presented with oral tasks. Through collaboration, peer support, and guidance from the teacher, students gained confidence in expressing themselves orally in L2, which is critical for building communicative competence and overall language proficiency.

Project-based learning provides a safe environment for students to experiment with language, make mistakes, and learn from their experiences while working towards a common goal. In this way, students develop a growth mindset towards language learning, where they see

challenges as opportunities for growth rather than obstacles to overcome. Furthermore, the supportive learning environment created by project-based learning encourages students to take risks, practice new language skills, and build their confidence in using L2 in real-life scenarios. Therefore, project-based learning is an effective method for helping students overcome their fears and develop the necessary skills to communicate effectively in a second language. This demonstrates that project-based learning can be an effective way to help students overcome their fears and gain confidence in using their second language. Project-based learning provides students with opportunities to practice their language skills in a meaningful and authentic context, which can help to alleviate the anxiety and nervousness associated with speaking in a second language. Additionally, working collaboratively with their peers and teacher can provide support and encouragement, which can further reduce anxiety and increase motivation.

The research findings indicate that learners had to engage in planning and practicing their oral output to overcome their anxiety towards speaking in a second language. They also employed various techniques, such as translation between L1 and L2, as well as code-switching, during different phases of each project. However, in the initial stages of collaboration for the first project, learners faced several limitations in terms of their vocabulary, sentence structure, and pronunciation. This led to feelings of hesitation and embarrassment, as they were apprehensive about being ridiculed by their peers, and they were worried about the teacher's evaluation of their oral presentations. It is important to note that these anxieties are common among language learners, and it can hinder their progress in language acquisition. Therefore, the use of project-based learning approach can be a useful tool in helping learners overcome their anxieties about speaking in a second language. Through this approach, learners can gradually build their language proficiency by working on real-world scenarios, where they can practice using the

target language in a supportive and collaborative environment. Furthermore, this approach provides opportunities for reflection, feedback, and self-evaluation, which can boost learners' confidence and reduce their anxiety towards speaking in a second language.

In the initial phases of the project, the students' deficiencies in vocabulary, sentence structure, and pronunciation were apparent, leading to feelings of shame and reluctance among them. They feared being ridiculed by their classmates, and they were also concerned about their teachers' views on their oral productions. These observations were first noted in the field notes and later confirmed through direct feedback from the students at the end of the project. It was discovered that most students struggled to express themselves clearly and fluently in English, leading to feelings of inadequacy and self-doubt. However, it was encouraging to see that, as the project progressed, learners began to overcome their apprehensions and became more confident in using English. They were willing to engage in collaborative activities with their classmates and take risks in their language production. This highlighted the significance of scaffolding and support from teachers and peers in boosting learners' confidence in their language abilities:

Teacher: Estefania how did you feel when doing the three projects? ¿Como te sentiste al hacer los 3 proyectos?

Estefania: Profe, la verdad en el primer proyecto me sentí nerviosa, primero porque me debía aprender la información de la compañera y después por que tenía que decirlo delante de todos los compañeros

Teacher: ¿Pero sentiste que aprendiste?

Estefania: Claro profe, en todos 3. En el segundo fue muy sencillo por que nosotras preparamos el video y ya luego nos grabamos y en el último también.

(Interview 2, implementation of the 3 projects 18-03-2022)

The instance presented above illustrates the challenge confronted by learners in engaging in oral projects at the outset of the educational intervention due to their adverse emotional state of apprehension and irritation. The pupils seemed to be uneasy and resistant to converse in English. The teacher had to motivate and persuade them to accomplish the assignments and communicate in L2. The pupils' reluctance to use L2 may have been attributed to the fear of making errors or being ridiculed by their peers. Nonetheless, with the help of the teacher's encouragement and guidance, the students overcame their inhibitions and eventually developed their speaking skills in L2. The teacher employed various techniques, such as group discussions, role-playing, and providing them with real-life situations, to enhance their language proficiency and ease their anxiety. Despite the challenging situation, the researcher discovered that these students utilized two main strategies in L2 to alleviate their fear of speaking in front of the class. These strategies can be divided into two sub-categories, which will be discussed in more detail below. It is essential to mention that students may have difficulty speaking in a new language due to their lack of confidence, fear of making mistakes, or apprehension of being ridiculed by their peers. However, it is crucial to provide a safe and supportive environment in which learners can practice speaking skills without the fear of negative consequences. This can be achieved through the implementation of effective teaching strategies, such as project-based learning, that encourage learners to engage in collaborative activities, plan and practice their oral output, and use translation between English and Spanish and Spanish to English to overcome their linguistic limitations. Moreover, it is essential to recognize that language learning is a complex process that involves multiple factors, such as cultural background, motivation, and individual learning styles. Therefore, teachers need to adopt a learner-centered approach that takes into account the unique needs and characteristics of each student. By creating an inclusive and supportive

learning environment and employing effective teaching techniques, teachers can help learners overcome their anxieties about speaking in a second language and develop their communication skills.

First Subcategory Spoken Presentations

The three class projects required students to conduct interviews and surveys, and although they demonstrated their nervousness in a variety of ways, one method of overcoming their anxiety was to prepare their oral productions in the English language. As previously stated, students were required to converse verbally with people in English to complete each assignment.

Learners prepared speaking assignments in order to engage in an interview with a classmate, according to data obtained from project one, "Discovering who my classmates are: sharing ideas, while appreciating individuality," Formulating questions, honing pronunciation and appropriate responses, and creating concise presentations to communicate the insights gathered from the interview constituted integral components of the procedure. As part of the preparation and rehearsal process for their oral presentations, students supported speaking by writing out the questions and the other information they wanted to say as in the example.

The provided passage from the initial project's interview exemplifies how these two girls managed to create significance by engaging in a dialogue to acquire insights about their individual lives and aspirations. Consequently, they successfully fulfilled the project's requirements within the allocated timeframe.

Natali: How is your personality?

Ana: Friendly

Natali: What do you want to do in the future?

Ana: to work in a company

Natali: ¿en cuál país?

Ana: Francia

Natali: usted si sueña mucho Natali: ¡Listo!

The two young women's use of their first language as a technique to relax and ensure proper pronunciation during the interview is noteworthy, as it helped them maintain a positive attitude and minimize negative emotions despite their initial fears. Their enjoyment of the experience and anticipation of hearing themselves speak in English also served as motivating factors in overcoming their fear of speaking in their second language. Moreover, one of the students had prepared written questions to support her oral production during the interview, which proved helpful in case she forgot them. This aspect of providing written notes to support oral production was important. It also highlighted the effectiveness of using authentic tasks to enhance language learning and foster motivation among learners.

The students' successful completion of the project through collaborative effort and effective use of language strategies is a testament to the importance of implementing such techniques in language teaching. It is essential for teachers to understand the psychological barriers faced by learners when it comes to speaking in a second language and to provide them with the necessary tools and support to overcome these barriers. Furthermore, the use of project-based learning can facilitate collaborative activities that allow learners to practice their oral output and build their confidence in using the language. By utilizing such effective teaching strategies, teachers can promote a positive learning experience and help their students achieve their language learning objectives.

Upon the conclusion of the projects, in the focus group interviews with the teacher, every student recognized that their oral communication skills had notably enhanced as a result of the

methods they employed to overcome their nervousness and doubts. The students shared their experiences with the instructor, explaining how the exercises and activities that part of the projects had assisted them in building confidence and overcoming their public speaking fears. The students reported feeling more comfortable when speaking in front of others and more confident in expressing their ideas and opinions. The instructor also noted the progress the students made during the course and was pleased with the outcomes. These positive results demonstrate the effectiveness of the project-based learning methodology in developing and improving public speaking skills.

Teacher: Valentina, did you get what your partner said?

Valentina: yes

Teacher: why?

Valentina: Because (ay profe esto si en español) por que previamente estudié las preguntas que usted nos sugirió.

Valentina recognized that she had done well in the interview and attributed her success to her preparation and practice. Despite feeling slightly anxious, she was able to perform nicely with the help of writing and rehearsing, which helped her reduce her negative feelings of anxiety. Field notes also revealed that students steadily decreased their sentiments of dissatisfaction and dread of speaking in a second language, as seen by the following samples:

I can perceive that students are nervous, and most of them feel more secure if they have the possibility to read the information. Considering that most of them use the translator to write down their personal information, I asked them to learn by heart the information that they wanted to share. They were so nervous, first because they did not want to miss any information concerning their classmates' personal lives, and second, because of the classmates who were

listening to them. They were afraid because of their pronunciation, but mainly they were afraid of making a fool of themselves. (Field notes 3, project 01, session 3 28-10-2021)

In this second project, students form groups to practice the interview. I can tell that they are more at ease when they are talking in English; they are more confident and take risks when they answer the different questions. (Field notes 6, project 2, session 7 3-02-2022) The aforementioned notes were taken during the rehearsal phase when the students were practicing the questions and responses that they were going to use in the actual interview. Based on these notes, it can be inferred that the practice of working in small groups on projects helped the learners in reducing their apprehension about speaking in English and, in turn, increased their drive to create high-quality work in school. Additional practice and guidance in a supportive group setting can effectively aid in developing learners' linguistic skills and confidence. During the first project, "I am finding out who my classmates are: people who share common ideas but still appreciate differences," most of the students were visibly scared, openly expressing their fear. They hid their faces behind their hands, covered their lips, and spoke in low tones. However, when they worked on the second project, "I have talents that can change and improve my life. I am worthy, and I can transform my reality," the students were more at ease and engaged in the process. They even joked about their own mistakes, which suggest that they were more comfortable with their language skills and less worried about being judged. These findings highlight the importance of creating a supportive and collaborative learning environment for language learners, which can help them, overcome their fears, and develop their language skills more effectively.

Likewise, the students' attitude towards oral presentations significantly improved after completing the third project, "it is time to show what my talents are." Students no longer

expressed any negative thoughts or exhibited anxiety, which was a positive indication of their growth in the language. When the researcher asked the students about their experience at the end of the intervention, they provided positive feedback, which reflected their growth in both language proficiency and confidence. The students stated that they felt more comfortable and confident speaking in the L2 language, and that they had developed a greater understanding of the language. Additionally, they expressed that the project-based learning approach helped them overcome their initial fears of speaking in English, and that they were proud of their final oral presentations. Overall, the positive comments from the students demonstrated that the intervention was successful in promoting their language learning and developing their confidence in speaking in English:

Teacher: Maribel, you have done a great job (Maribel, hiciste un muy buen trabajo)

Maribel: Gracias profe!

Teacher: ¿Cómo te preparaste?

Maribel: como usted enfatizó tanto en la pronunciación, le pedí el favor a mi tía de que me ayudara con ella

(Final interview, Session 24, 2 -03-2022)

The example indicates the researcher's impression of how Maribel delivered an outstanding oral presentation to the entire class, and how the teacher was able to confirm that she had prepared her oral performance. Maribel was determined, as she went the extra mile to deliver a great job. A significant lesson learned is that despite the students' nervousness and challenges encountered while speaking, they were still able to engage in the projects and successfully complete all the required tasks. since they used the strategy of practicing or rehearsing their speaking productions beforehand. It is important to note that the projects that the students

worked on helped them to enhance their public speaking skills. The researcher's final observation suggests that English educators incorporating project-based learning should consider the anxiety levels and unease their students experience when it comes to delivering oral presentations. A useful approach is to provide opportunities for students to practice and rehearse their oral productions, gradually replacing their negative attitudes with more positive and engaging experiences. By doing so, teachers can create a more supportive and motivating environment for their students, leading to improved language acquisition and participation in the classroom. It is essential to promote a positive attitude towards speaking in a foreign language to facilitate learning, which is essential for achieving academic success and improving the overall quality of education. In addition to that, teachers could also create a supportive and inclusive environment that encourages students to engage in oral communication and help them overcome their fears and anxieties. Such an environment could involve providing feedback, building students' confidence, and creating opportunities for peer learning and collaboration.

Second Sub-Category Code Switching

Prior to participating in the research experience, it was stated that the participants struggled with communication skills in a foreign language and were hesitant to speak English. However, during the pedagogical intervention, they gradually realized the importance of using English to complete the project steps that involved constructing meaning in their second language. Although the transition from L1 to L2 was not easy, the use of project-based learning helped them overcome their anxiety and hesitation towards the English language. While they still used their native language in the classroom, they expressed a strong desire to use English more frequently, which was a significant improvement compared to their previous behavior. The shift in language use necessitated code-switching and translation, which helped them progress in their

learning journey. This finding highlights the importance of implementing strategies such as project-based learning to help learners improve their language skills and overcome their language anxiety.

In addition to the importance of project-based learning, it is also essential to note that language acquisition is a complex and gradual process. Learners' progress cannot be measured by a sudden switch to speaking English only. Instead, the use of code-switching and translation serves as a valuable tool in language development, especially for learners who are still in the process of acquiring a second language. It is crucial to acknowledge their efforts and provide them with a supportive learning environment that encourages them to use their second language more frequently. By doing so, learners can gradually build their confidence and competence in speaking the target language. This can lead to more meaningful and engaging interactions in the classroom, as well as in real-life situations. Translation was unavoidable, but it served as an important first step in the process of developing learners' communicative language competency in a foreign language.

It was mostly due to a lack of vocabulary that learners relied on translation between L1 and L2, as well as a lack of knowledge about how to ask inquiries or a lack of recall of previous knowledge. As a consequence, their reliance was on dictionaries, peers, and their teacher's assistance and feedback to aid them in their language learning process. Moreover, students resorted to translating between their second language and native language during interactions with school and community members, as they aimed to be better understood by their conversational partners. It is evident that code-switching and translation played a crucial role in the learners' communication, particularly when expressing complex ideas or emotions. Although it may not be a perfect method, code-switching and translation serve as a bridge for students to

connect with their interlocutors and to convey their intended message effectively. It is also important to note that this process of language learning is not one-time event but a continuous journey of growth and development.

In the initial stage of project 1, which involved discovering commonalities and differences among classmates, students heavily relied on translation from one language to another as they prepared for interviews and surveys.

Isabella: Profe aquí está la respuesta a mis preguntas Teacher: Isa pero todas están en español

Isabella: ahhh sí, no se puede?

Teacher: La idea es ir escribiendo con base en los modelos

Isabella: ah es que para mi es más fácil escribir las respuestas en español y después traducirlas

(Field-notes 1, Project 1, Session 2, 22-10-2021)

Following an examination of the data, it was discovered that students felt safer and secure when they translated from their first language to their second language every item of speech they created in the English classroom. The pressure to use L2 in real-time while completing the project caused the learners to feel frustrated, and they found it difficult to communicate effectively. As a result, they started using translation as a coping mechanism, which helped to reduce their anxiety levels and made them feel more comfortable. By translating between L1 and L2, they were able to express themselves better and overcome the difficulties associated with producing L2. This strategy was particularly useful for learners who were struggling with the language and lacked the confidence to speak in English. However, it is important to note that relying solely on translation is not a long-term solution and learners should strive to improve

their proficiency in L2 through consistent practice and exposure. In addition, the teacher can provide learners with support and encouragement to help them develop their language skills and confidence in using L2.

The teacher-researcher acknowledged the usefulness of translation as a tool to enhance students' confidence while communicating in their second language. Although the teacher encouraged students to plan their oral presentations in advance, she did not discourage the use of translation as a part of the preparation process. The teacher observed that when students wrote down their intended discourse and used translation to confirm their understanding, they were able to complete their projects more efficiently and experienced a significant reduction in negative emotions such as frustration, anxiety, and fear when required to speak. Translation became a necessary preliminary step in the preparation process that allowed students to participate in more comfortable communicative situations. The use of translation was not only due to students' nervousness about speaking in a foreign language but also due to linguistic factors such as limited language proficiency, rudimentary vocabulary knowledge, lack of speaking practice, and little exposure to authentic communicative tasks that require oral production.

In addition to planning and rehearsing their oral presentations, students benefited from other strategies to improve their communication skills. For instance, they engaged in role-playing activities, watched videos of native speakers, and practiced conversing with peers in pairs or small groups. The teacher provided them with feedback on their pronunciation, grammar, and fluency, which helped them identify their strengths and weaknesses and work on their areas of improvement. Moreover, the teacher created a supportive and inclusive classroom environment where students felt comfortable expressing themselves without fear of being judged or ridiculed.

This was achieved by establishing clear expectations, providing positive reinforcement, and valuing students' cultural and linguistic diversity.

The English class mentioned in the paragraph relied heavily on translation as a practice, and it was integrated throughout all three projects. Although some researchers view translation as negative in an EFL communicative classroom, the learners' specific profile, in which they had limited exposure to speaking activities in previous courses and had poor oral performance, made it necessary for them to use translation as a tool to communicate in L2 and reduce their language deficit. The effort these learners put into translation was not only to generate meaning but also to manage their blockages and anxieties while speaking in their second language. It is noteworthy that they spoke more frequently in English after translating their words to ensure comprehension. These findings suggest that translation can play a positive role in helping learners who struggle with their L2 skills, especially in terms of promoting language use and reducing language barriers. However, further research is needed to explore the role of translation in the EFL classroom and its effectiveness as a teaching tool.

One important finding of the study was that, despite making grammatical errors, code-switching, and relying more on Spanish than English, the students were able to overcome their fear and anxiety through project-based learning. This research emphasizes that project-based learning provides students with opportunities to engage in authentic tasks that demand real-life communication using diverse strategies, which is a crucial component of communicative language teaching. The study highlights the importance of creating a supportive environment for students to make mistakes and learn from them, which can enhance their language learning experience and foster their language development. The outcomes are consistent with other studies on foreign language learning, such as those conducted by Cole (1998), Lewis (2009), and

Cook (2001). These studies also support the notion that involving students in project-based learning activities helps them improve their language skills and develop a positive attitude towards using the target language in real-life situations.

Third category Collaborative Effort

Researchers derived conclusions from the data gathered on the types and qualities of teamwork that students engage in while working on their individual project proposals or group projects. Students' autonomy and free development were enhanced because of the project's semi-structured nature, and the creation of groups was an integral aspect of the students' autonomy and free growth. In their 1992 proposal, Smith and McGregor asserted that students work either alone or in groups of two or more to gain understanding, solutions, or meanings while also creating a product. The features that define the type of work as cooperative or collaborative are presented in the two distinct categories that have emerged.

First Subcategory The Zone of Proximal Development

The data collected revealed a significant finding regarding the impact of social interaction between students and a skilled peer during group work, referred to as the zone of proximal growth, on their overall performance. The skilled peer played a crucial role in completing the task assigned to the group, leading to improved efficiency in group work. This collaborative approach enabled students to achieve excellent outcomes. Additionally, the instructor did not dictate the working technique or provide specific instructions for the students to follow, instead allowing them to choose their preferred method of working in small groups. This approach encouraged active engagement and collaboration among the students, as they were able to freely associate and conform their groups with "more competent people." (Oxford, 1997) This was seen in all the projects as described in the following excerpts. In the first project, the researcher

perceived that in all the groups there were a leader student or a student who had better language development, which helped the other classmates

Geronimo: Isa ¿cómo es que se dice debilidad?

Isabella: Weakness

Geronimo: ¿y cómo se pronuncia?

Isabella: Wiknes¿ cierto profe?

Teacher: Exacto, Isa

Emanuel: Isabela otra vez

Isabella: Wiknes

(Field-notes 1, Project 1, Session 2, 22-10-2021)

It is seen here that Geronimo does not know or does not remember how to say debilidad in English and that Isabella, who likes English and has been showing good proficiency in the language, helped him not only with the written form but also with the pronunciation of the word.

Second Subcategory Positive Interdependence

This subcategory refers to a working technique used by certain students that enabled them to generate a feeling of unity within their groups as a result of the decisions they took in order to develop their final products, as described in their final products. A significant number of the students had the same responsibilities, which necessitated their collaboration in creating their speeches that they delivered at the end of the project. This subcategory category was created because of the necessity for students to collaborate and share their thoughts and information in order to reach a common objective. As stated by Johnson et al. (1990), each partner must think that they are intertwined with the other partners in a manner that assures that they all prosper together. According to Johnson and Johnson (2001), positive interdependence fosters an

environment in which the members of a small group collaborate to optimize the learning of all members by sharing resources, offering mutual support, and celebrating their shared accomplishment. Throughout the course of the activities' execution, the data revealed the necessity of designing activities that enabled students to discuss the diverse perspectives of each member of the group and in which they could depend on one another for the successful completion of the exercises.

This subcategory stresses one crucial element that helps students grow their feeling of responsibility. Their contribution was to take on the role of issue solvers via collaborative efforts. Their feeling of responsibility for completing the tasks effectively was reinforced as a result of cooperative assistance. Collaboration and support were evident in the classroom as students actively assisted each other in finding the right vocabulary, phrases, and language structures during presentations. This not only showed their willingness to help but also highlighted their sense of responsibility towards their peers. In situations where they forgot or hesitated during oral presentations, they were quick to rely on their classmates for assistance. This collective problem-solving approach was beneficial for the whole group, as it created an environment of mutual support and allowed them to progress in their language learning journey together. Furthermore, this type of peer-to-peer learning aligns with the principles of communicative language education and supports the development of important social and cognitive skills such as cooperation, empathy, and critical thinking.

They were continually assisting one another with elements of pronunciation as well as the completion of the assignments. Each project required learners to become increasingly engaged as the project progressed. At first, they only participated in the activities because they were required to do so. Later, while they were working on the second assignment, they seemed to be more

driven and engaged. They were more interested in the subjects and enjoyed working on them as time went on. During the third assignment, the students were extremely vigilant about the interviews conducted by their classmates and were anxious about giving a successful presentation. It is evident that the students were highly motivated to do well, and this level of commitment and accountability led them to be more careful in their approach to the project. The students' diligence in this project can be attributed to their desire to achieve a high level of competency in English, as well as their sense of responsibility to their classmates and teacher. As they progressed through the project, their feelings of obligation and responsibility grew, and this enabled them to perform at their best.

As the study's results showed, learning was characterized by collaborative efforts, primarily for the group's benefit. Therefore, a significant effect of PBL was that the students took more responsibility for their learning, and they adopted a problem-solving role by working together on the projects. These findings align with previous research in the field of language education, which highlights the positive impact of collaboration on language learning. Moreover, students helped each other in a variety of responsible behaviors, which was particularly prevalent, as the results of the study demonstrated. In this view, it can be concluded that mutual collaboration in PBL led to more accountable and goal-oriented learners. Furthermore, these results underscore the importance of developing project-based learning approaches in the language classroom as a way to improve learners' communication skills.

Hypothesis testing and operationalization of variables

The following chart present the variables and the different operationalization made for each one.

Table 15

Variables and operationalization

Objective	Variable	Conceptual definition	Dimensions	Indicators	Items
To implement the project based learning methodology to enhance oral communication	Project based learning methodology in oral communication	During collaborative projects, students learn and develop skills that some authors refer to as 21st century skills. The oral communication	Oral Skills Cohesion and coherence	Fluency Vocabulary Pronunciation Grammar Structure of sentences Meaning of sentences	Taken from the observations (o), Field diary (FD), Interview (I), Pre-test (PRET)and post-test (POST) and students oral transcriptions Students seem to be more comfortable speaking in English, they speak with more fluency, they connect the ideas faster (<i>field diary, session 2, Project 3, 15-03 2022</i>) I think that I speak better than I did before, because at this time I could connect my ideas faster, I think that it was because I had the time to prepare the presentation, and I had

process is embedded in many of these skills.

According to Binkley et al. (2010), it consists of the following elements:

- Solid understanding of fundamental vocabulary, functional grammar and style, and the functions of language.

the choice todo it in video (interview)

Mariana: ¿Cómo es que se dice debilidades?

Sebastian: yo creo que se dice wiknes, esperamebusco

Mariana: jaja, ¿cuáles son tus wiknes entonces? Sebastian: Profe ¿cómo se dice debilidades?

Students inquired to their partners or to the teacher the meaning of different words since in order to carry out the projects, they had to know the vocabulary related to them (*field diary, session 1, Project 2, 20-09 2021*)

Student: At the beginning of the projects I realized that I had to learn a lot of vocabulary since I had to check it out many times on the dictionary the meaning of the different words. Then, considering

that I already knew some words, waseasier to talk and construct the sentences in the other projects
(Interview)

Students show some difficulties when they need to pronounce different words *(fielddiary, session 1, Project 2, 20-09 2021)*

Student oral transcription: (mai name is Estefania, Ai laiv in San Vicente by the

jospital) it is seen in this sample, the many problems that they have when they want to communicate in English *(field diary, session 1, Project 1, 15-09 2021)*

Student: I think that I must improve a lot my pronunciation, since it is one aspect that I have found very difficult to achieve. I try to listen to google translator, but I think that is

very difficult to talk like this

program (*interview*)

Students try to use different

grammar structures seen in order to

connect their ideas (*field diary,*

session 2, Project 2, 10-02 2022)

I use specifically the present simple

tense to construct the different

sentences; I also used the present

continuous when I wanted to talk

about the recipe, not only me but

my group members. (*interview*)

Bueno profe ya voy a empezar. Her

name is Isabella, I live in San

Vicente, I live with her parents.

Profe: Ana Maria, recuerda que

estás hablando de Isabella, aquí

también te estás incluyendo,

recuerda que debes hablar de ella y

no de ti (*Transcript 4, Project 1,*

Session 1, 20-

09-2021)

Most of the students construct in a coherent way the different sentences that they are going to present to the class and also, they are structured in a coherent way

(field diary, session 2, Project 2,10-02 2022)

I have to say that sometimes I used the translator in order to verify if the sentences were well structured and also to compare if the meaning that I wanted to give was the accurate (interview)

To identify the benefits of the project-based learning methodology in oral communication	Benefits of the project-based learning in oral communication	Project based learning, according to Dörnyei (2001:100), has several advantages, including the	Overcomes anxiety Increases motivation Promotes autonomy	Translation to Spanish (Spanglish) Previous preparation of the projects Intrinsic motivation	Students sometimes used Spanish to communicate their ideas. This makes possible that they take risks to talk in class. <i>(field diary, session 1, Project 1,22 - 10 2021)</i> Isabella: Profe aquí está la respuesta a mis preguntas Teacher: Isa pero todas están en
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<p>following: it promotes motivation, fosters group cohesiveness, increases the Expectancy of success in the target language, achieves an uncommon synthesis of academic and social goals, reduces anxiety, increases the significance of effort relative to ability and encourages effort-based</p>	<p>Extrinsic motivation Responsibility for learning Responsibility for choosing the topics</p>	<p>español Isabella: ahhh sí, no se puede? Teacher: La idea es ir escribiendo con base en los modelos Isabella: ah es que para mi es más fácil escribir las respuestas en español y después traducirlas (Field-notes 1, Project 1, Session 2, 22-10-2021) Ok, let me talk about your strengths and favorite things first and then you will talk about mines. (Oral transcription 1, project,1, session 3, 3-11-2022) Most of the students showed that they were enough prepared to present their projects, they had the materials, the presentations and most important the information to be presented to the classmates (Field diary 1, project,1,session 3, 3-11-2022)</p>
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contributions.

Students were motivated to choose the topic of their final project that could be a talent or a recipe, considering that most of them answered that they were good at cooking. (Field-notes, Project 3, Session 1, 01-03-2022)

Student: I liked when we have the chance to choose between the talent and the recipe since I could find in the recipe the opportunity to create something that I can sell further on. (interview)

Students were motivated basically for the grade provided and also because, by presenting this activity, they had the chance to recover a bad grade previously obtained (Field-notes , Project 2, Session 3, 01-11-2022)

Student: I really liked all the projects, specially the last one

because we had the chance to cook, to eat and to share with other classmates (interview)

Students chose the different content that they wanted to share with the English class. I gave them a total amount of 10 aspects that they need to share with their partners. They had to learn by Coeur the information since it was closely related with their lives and their partner lives (Field-notes , Project 1, Session 1, 01-10-2021)

Student: It was difficult for us to learn by Coeur the information; however we had the responsibility to choose, what kind of information we wanted to share with the class. In my case for example, I chose easy topics to talk about my partner, such as, favorite things

among others (interview)

Students are working in the team works in order to choose between the talent or the recipe. I passed by each team and observed the different arguments they gave in order to choose one or another. Each team had the responsibility to choose the topic and also to prepare it for the whole class (Field-notes , Project 3, Session 1, 01-03-2022)

Student: I would say that one of the biggest challenges that we had inside the project was to work in groups and choose the topic, (interview)

To analyze the collaborative strategies used by students planning	Collaborative strategies in project based learning	Vygotskian Social Learning and Constructivist	Zone of proximal development Positive	Cooperation between each other Roles given in	Students helped each other by acquiring the different vocabulary as it is shown in this oral transcription
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their different projects	beliefs, according to Elam and Nesbit (2012,p.114), served as the foundation for Project-Based Learning, which proposes that cooperation fosters intellectual progress. PBL is a collaborative process that includes the steps of planning, engaging,	Intrdependence Social skills	each group Empathy Listening	<p><i>Mariana: ¿Cómo es que se dice debilidades</i></p> <p><i>Sebastian: yo creo que se dice wiknes, esperamebusco</i></p> <p><i>Mariana: jaja, ¿cuáles son tus wiknes entonces? Sebastian: Profe ¿cómo se dice debilidades?</i></p> <p><i>Profe: Buscalo en el diccionario</i></p> <p><i>Sebastian: ¿no se dice wiknes?</i></p> <p><i>Profe: se dice wiknesses</i></p> <p><i>Sebastian: ah si, Mariana sería entonces wiknesses</i></p> <p><i>Mariana: Bueno y fortalezas?</i></p> <p><i>Sebastian: strenghts, ese lo sé por el gimnasio. Dice algo del ejercicio como tu mayor strenght Mariana: Listo quedaría</i></p> <p><i>¿What are your strenghtsand weaknesses?</i></p> <p><i>Sebastian: muchas jajaja</i></p> <p>(Transcript 4, Project 1, Session 1, 20-09-2021)</p>
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constructing,
presenting, and
reflecting on
the results.

I really liked that we had the chance
to work in groups and that we come
to agreements

(interview)

Listo, yo hablo entonces de los
ingredientes

Maribel habla de la preparación y
entre todos damos las conclusiones
(oral Transcription 4, Project 3,
Session 4, 20-03-2022)

Each student had a role in each
group given by themselves, they
freely chose the information that
each one wanted to share in all of
the three projects (Field-notes ,
Project 3, Session 4, 15-03-2022)

Students showed empathy while
presenting the different projects as
shown in the oral transcription

Student 1: Porque, no voy a ser
capaz de decir todo eso,

Student 2: ¿cómo qué no? , claro

que sí, usted es capaz todo lo que lo estudiamos? (Oral transcription , Project 2, Session 3, 15-11-2021)

Student: I really liked when my team helped me to present the ideas, since I was really nervous and I forgot everything at that time (interview)

While the students present their projects, their classmates listened attentively in order to make questions, sometimes it is necessary to call them to make silence and listen their partner since they get distracted so easily. (field notes, sesión 13)

Reliability and Validity of Analysis and Findings

The application of Atlas Ti version 9.0, free version, developed by Legewie (2014), was utilized for the analysis and interpretation of qualitative data. This software lowers the amount of information until it identifies the categories that are important to the research project. In light of these techniques, software to process qualitative information allowed for the identification of developing categories and subcategories that could be used to understand and interpret the data that was gathered. The program was also utilized to evaluate the field notes and open questions that were asked of the students, allowing us to determine the most critical aspects in their English communication process.

During this research project, the researcher used grounded theory to comprehend and characterize the data that was gathered. The grounded theory is a methodology that enables the researcher to categorize data into themes and concepts that are familiar. Initially, the process involves describing events in a straightforward manner, but it advances to a higher level of conceptualization through coding and categorizing, as defined by Strauss and Corbin in 1990. The data was managed and analyzed by the researcher using AtlasTi version 9.0. Codes were identified, patterns were discovered, and correlations were established to create categories, following Freeman's (1998) data analysis model. To ensure data accuracy, the researcher used a triangulation technique in conjunction with Freeman's approach, as proposed by Patton (1999). Thus, the data obtained from transcripts, field notes, and interviews was thoroughly examined and evaluated multiple times to triangulate information and identify codes that could provide insight into the research question. This rigorous analysis process ensured that the findings were reliable and trustworthy.

It is essential to note that grounded theory is a useful tool for analyzing qualitative data because it is an iterative process that allows researchers to make sense of their data and generate new ideas. Additionally, using AtlasTi version 9.0 for data management and analysis enabled the researcher to organize, sort, and visualize the data, making it easier to identify patterns and correlations. Furthermore, the combination of Freeman's data analysis model with triangulation allowed the researcher to verify the accuracy of the findings and ensure that the research was rigorous and trustworthy. Overall, the rigorous and systematic approach to data analysis ensured that the results were reliable and could be used to draw conclusions about the research question. As part of the triangulation process, the researcher carefully reviewed the pre-test and post-test results, the field notes and transcripts of the students' oral performances and interviews, taking note of common themes. She then labeled the relevant data using consistent and repeated names across at least two sources. From there, she organized the data into groups of codes and began establishing pre-categories, examining the relationships and interactions between the identified units.

At a later phase, the researcher cross-verified the preliminary pre-categories identified in the field notes by comparing them with the data derived from the oral presentations, pre-test and post-test, as well as interview transcriptions of the students. This enabled her to confirm the accuracy of the data analysis across all three sources of information. This rigorous approach to triangulation ensured that the results of the study were reliable and valid. Additionally, the use of multiple sources of data and cross-checking between them helped to enhance the credibility and robustness of the findings.

During the process of triangulation, the researcher utilized Freeman's (1998) four-step approach to data organization, which includes identifying, grouping, discovering connections,

categorizing, and presenting the collected information. As soon as the analytical process started, the researcher began identifying patterns in the data and assigning them names. She grouped the identified units of analysis and began establishing pre-categories, linking and interacting between the units. Once significant pre- categories were established, the researcher proceeded to triangulate the data gathered from the pre and the post-test, field notes with the transcripts of the students' oral performances and interview data. This process allowed her to ensure the accuracy and reliability of the data analysis by verifying the results from each of the fourth data gathering instruments. In this way, the researcher was able to establish a solid foundation for her findings and conclusions.

Furthermore, the researcher also paid attention to the context of the data when organizing and analyzing it. She considered the factors that may have influenced the students' oral communication skills and their overall learning experience. By examining the data in detail, the researcher was able to identify the key themes and patterns that emerged during the project-based learning activities. The researcher also ensured that the data analysis was systematic and thorough by documenting the process and keeping detailed notes throughout the study. These labels are referred to as codes or patterns. The researcher assigns names to the data, which are then used to generate the codes. Observing what occurs with students' speech output as shown by the data and condensing it all into a brief statement was the criterion, she used to identify the codes. This was accomplished via the use of vivid statistics that may illustrate or reflect the way ninth graders enhance their public speaking abilities because of project- based work and working constructively with others.

Grouping is the process of reorganizing the data into starting categories based on the names assigned to it in the preceding stage. Then, after having many distinct names prepared, she

organized them into pre-categories. The pre-categories were created based on the similarities identified among the codes and their frequency of occurrence in the data. In other words, the codes that shared commonalities were grouped together to form the pre-categories. The researcher then reviewed the pre- categories to establish the links and interactions between them. Through this process, the researcher was able to uncover themes and patterns in the data that were not initially evident. Furthermore, the pre- categories were refined and developed into more robust categories, which were then used to answer the research question. It is essential to note that this process was iterative and ongoing, and the researcher continued to refine the categories as she analyzed the data further. The researcher also ensured the validity and reliability of the data analysis by using triangulation techniques to cross-check the findings obtained from multiple data sources. This was accomplished by beginning with a list of codes and their frequencies together with the data obtained from the various instruments; after that, the researcher divided the data into groups and renamed them or utilized the code that has the highest frequency.

After reducing the amount of data, the following step was to find correlations, patterns, and themes in order to determine the best method of identifying the primary core categories. In the subsequent phase, the data was presented, which essentially entailed evaluating the categories that were identified to confirm that they were able to address the research question effectively. This involved a thorough review and analysis of the categories that were developed, with a focus on the key themes and ideas that emerged from the data. The researcher examined how each category contributed to the overall research question and whether there were any gaps that needed to be addressed. Furthermore, the researcher looked at the categories in terms of their relevance to the research question, as well as their clarity and coherence, to ensure that they were

meaningful and useful in answering the research question. Finally, the researcher presented the data in a clear and organized manner, highlighting the key findings and insights that emerged from the analysis.

Discussions and Conclusions

Introduction to Discussions and Conclusions

The next chapter will cover the significance of the results, their implications for education and research, the limitations of the study, recommendations, and the concluding thoughts. It also gives an answer of the question how does the implementation of project based learning, increase oral communicative competences in English?

Significance of the Results

One of the significant results of the study is that PBL, despite not being exclusively designed for language learning, can enhance the communicative competence of EFL learners by fostering their ability to negotiate meaning with their classmates, provided that it is implemented effectively. This finding suggests that PBL can be an effective method for developing learners' communicative abilities, especially in language classrooms where opportunities for practicing authentic communication are limited. The study highlights the importance of collaborative learning and communication in PBL, as it can lead to a better understanding of different perspectives and encourage students to use language in a meaningful and purposeful way. Additionally, the study emphasizes the need for teachers to design and implement PBL activities that are relevant to learners' language needs and goals. By doing so, PBL can be an effective tool for developing communicative competence and promoting language learning. When students engage with PBL, one of the most important communication skills that they may acquire is the ability to speak. The projects in which the EFL learners participated showed that communicative engagements can be enhanced by using relevant and interesting topics related to students' lives. This approach was found to be effective in improving their speaking skills. The learners were encouraged to engage in discussions with their peers, negotiate meaning, and use language in a

real-life context. They were also provided with opportunities to practice and receive feedback from their peers and the teacher. The use of relevant and interesting topics helped to create an engaging and motivating learning environment. The learners showed a high level of interest in the topics, which led to greater participation and engagement in the learning process. The use of PBL, coupled with relevant and interesting topics, thus has the potential to significantly improve EFL learners' speaking skills. Even though they had linguistic limitations in terms of vocabulary knowledge, grammar usage, and pronunciation, students in an English class at Institución Educativa San Vicente Ferrer were able to improve their communicative competence in English through the various projects they completed in class.

According to the findings of this research, PBL assisted students in improving primarily their lexical competency. Students in the ninth grade were able to consolidate certain fundamental phrases and structures that they had learned in prior English courses but had lost by the time they reached the ninth grade by using this practice. Instead of utilizing isolated words, students learned and used basic phrases and utterances as a result of this transition. Over time, the learners showed progress in their accuracy and fluency in oral communication. Nonetheless, they were unable to attain high levels of these two attributes. This indicates that the learners still had room for improvement and could benefit from additional language instruction and practice. Further investigation into the specific areas where they struggled may be necessary to develop targeted interventions and improve their overall communicative abilities. It is also important to note that language proficiency is a complex and multifaceted skill, and improvements in other areas such as vocabulary, grammar, and pronunciation may also contribute to enhanced oral communication. Thus, it is crucial for language educators to employ a variety of strategies and techniques to support learners in developing their language abilities.

The involvement of peers played a crucial role in enhancing the oral communication abilities of the students. Peer assistance strategies involved activities such as exchanging and sharing vocabulary and phrases required to complete project requirements, and learning through imitation of expressions used by other students. The social environment created by peer assistance allowed the students to learn and practice the foreign language in a more relaxed and interactive setting. This increased motivation and confidence in the students, leading to more frequent use of English and an overall improvement in their oral performances. Peer assistance also fosters a sense of collaboration and support among students, which can positively impact their language learning experiences. Educators can incorporate peer-assisted learning into their teaching practices to facilitate effective language learning.

Additionally, PBL inspired students to adopt a variety of interactional and transaction-based communication tactics to convey their ideas in the second language (L2). Learners engaged in brief interactions with their peers and talked in English while conducting interviews and delivering basic oral reports to a group of peers. As a result, the students improved their pronunciation, fluency, and used appropriate expressions during conversations to effectively convey their intended message. These discourse methods helped them achieve their communicative objectives. Furthermore, they developed the ability to recognize and repair communication breakdowns during conversations, which is an essential skill in achieving effective communication. Therefore, the students became more confident and motivated to engage in conversations and were able to express themselves more effectively in English.

Project-based learning was found to have a considerable influence on the EFL classroom by aiding students in conquering their anxiety towards speaking English. At the outset of the project, many participants were intimidated and self-conscious due to the possibility of being

ridiculed by their peers. However, using two strategies, students were able to combat these negative feelings. First, one strategy they used was to practice and refine their oral presentations, focusing on the necessary vocabulary, pronunciation, and grammatical structures required for real-life conversations. Second, they used code-switching and translation to alleviate anxiety and stress during oral production. This allowed them to gradually build their confidence and become more comfortable speaking in English. It is worth noting that these strategies may not be effective for all learners, and that different individuals may require different approaches to overcome their language learning anxieties.

Transactional and interactional tactics proved to be effective in the EFL classroom as well. While ninth grade students often produced notes to enhance their speech output and read from them during oral activities, the EFL participants did an excellent job of practicing the language, but still needed more time to prepare their output. They brought their prior knowledge to the table, made valuable contributions to the development of knowledge, and presented their work to others for feedback. When learners encountered difficulties in oral communication, such as limited vocabulary or pronunciation issues, they relied on code-switching and translation as a means of compensation. As a result, they frequently translated or migrated between their first language (L1) and second language (L2) or between L2 and L1 during interactions.

In addition to using translation and code-switching, EFL learners also benefited from peer support during language tasks. More advanced learners in the class helped their peers during oral activities, helping them with language use and pronunciation. This type of peer support created a positive learning environment and allowed for more effective communication practice. However, some students in the class still relied heavily on reading from notes during oral activities and did not speak spontaneously. This highlights the importance of balancing

structured activities with more freeform opportunities for communication practice. Furthermore, providing opportunities for learners to reflect on their language learning process and assess their own progress is crucial for their continued development. The instructor can encourage self-assessment by having students reflect on their language learning goals and create action plans for achieving them. Students can also keep language learning journals where they reflect on their progress and identify areas for improvement. These self-assessment activities can help learners take ownership of their language learning and develop important metacognitive skills.

The focus of project-based learning was more on gaining knowledge and comprehension of real-life scenarios rather than solely on practicing language skills to achieve language proficiency. This pedagogical approach provided students with opportunities to interact verbally with their ninth-grade peers and people beyond the classroom, enabling them to gain knowledge about the world around them, which was a key objective of the project. Students were able to develop essential critical thinking skills, problem-solving abilities, and creativity by working on projects, which required them to gather information and work collaboratively with others. These skills and experiences were particularly valuable for the students, as they prepared them for real-life situations where they needed to use their language abilities to communicate and collaborate effectively with others. Furthermore, project-based learning fostered a sense of autonomy and independence in the students, allowing them to take charge of their learning process and become self-directed learners. In project one; they conducted interviews with one another in order to understand more about their respective lifestyles, aspirations in life, and personal histories. In project number two, they spoke about their own skills as well as the talents of a classmate of theirs. In project three, they discussed a recipe for a common product in San Vicente or a skill that they may have that they might use to their advantage.

The findings of the study indicated that project-based learning (PBL) had a positive impact on collaborative learning and encouraged students to work together in groups to solve problems. Consequently, the students developed a greater sense of accountability and purpose as they aimed to accomplish a shared goal. They exhibited a strong level of dedication towards their projects and took pleasure in their achievements, as observed during their oral presentations. Moreover, collaborating with others fostered an atmosphere of mutual assistance, regard, and unity among the students, and they recognized and appreciated each other's contributions to the class.

Interestingly, the students' attitudes toward English class shifted from being disinterested and lazy to becoming more engaged and enthusiastic learners. They transformed from being self-centered and individualistic to having cooperative and collaborative work habits and attitudes. They also learned to be more respectful of their classmates, particularly those who were presenting their findings during the project presentations. The study's results highlighted the positive impact of project-based learning on student attitudes and behavior, as well as the creation of a more positive and inclusive learning environment.

Pedagogical and Research Implications for the Field of Study

To begin, it is essential to emphasize, considering the findings of this research study, that the implementation of PBL in an EFL setting confers several advantages on the educator, the pupils, and the educational establishment as a whole. It is adaptive to the varying levels of student competency and topic resources; it fosters more positive attitudes toward education; it requires participants to work together; it arouses a sense of interest; and it helps students develop their capacity for independent living (Thomas, 2000 and Stoller, 2006). As a result, problem-based learning, or PBL, in English as a foreign language classroom may be a beneficial strategy since it modifies conventional paradigms of teaching. The topic of this paragraph is highly relevant in today's educational context. The active participation of both the students and the instructor in the execution of projects has led to an increase in the students' level of autonomy (Skehan, 1998). The students have become more autonomous in their work, demonstrating greater assertiveness, inventiveness, and critical thinking.

In other words, project-based learning has been found to facilitate greater student autonomy and critical thinking. By actively engaging in the execution of projects, students have demonstrated more assertiveness and creativity, which has been supported by the planning of activities designed to develop thinking and problem-solving skills. This approach to learning encourages learners to take responsibility for their own progress, enhancing their confidence and independence. These skills can be applied in various aspects of life, making project-based learning a valuable educational tool for the development of students' cognitive and social skills.

A second aspect is that PBL provides opportunities for English educators who want to introduce more diversity into their classes with the possibility of enhancing and modifying the existing teaching approaches they use. It suggests looking at methods to make English a subject

that draws from a variety of disciplines so that students may study on a variety of topics while also learning a foreign language. In addition, the instructor is required to collaborate with the students, coaching them while simultaneously carrying out the fieldwork herself.

According to Stoller (2006), project-based learning encourages students to participate in meaningful language learning activities. This is because, when using PBL, students go through the stages of the scientific cycle, which include information gathering, processing, and reporting. To put it differently, the students in this study learned the language by engaging in investigative projects. Even though this approach was difficult, demanding, and required a lot of time, it was found that ninth-grade students could participate in such projects. Through these investigative projects, the students became active learners, taking more initiative in their learning process and showing increased motivation to speak English, despite facing linguistic challenges. The projects provided an opportunity for students to work collaboratively, share ideas, and take ownership of their learning, which resulted in a more engaging and meaningful learning experience. By engaging in these projects, students were able to see the real-world application of language learning and develop essential skills that go beyond language proficiency, such as critical thinking and problem-solving skills. Furthermore, the investigative nature of the projects allowed students to explore their interests and passions while learning English, making the language learning experience more personalized and enjoyable.

The teacher researcher's personal growth was significant as a result of her involvement in the study. Engaging in research has helped her to become a more effective teacher. She is now more aware of her students' needs and will take the necessary steps to incorporate project-based learning (PBL) into future lessons to encourage responsibility and problem-solving skills among her students. Moreover, she intends to use PBL to facilitate her students' acquisition of a second

language by actively involving them in research and meaning-making processes in the target language. As a result of this, students will become more motivated to learn, as they will be responsible for their own learning and have the opportunity to apply their knowledge in real-world situations. The teacher's willingness to adapt and incorporate PBL into her lessons indicates her dedication to providing a high-quality education to her students.

Research limitations on the present study

One limitation of this research study is that it involved a substantial amount of data collection during the implementation of the instructional strategy, which made the transcription process time-consuming. The data were collected from various sources, such as pretest and post-test, interviews, field notes, and video or audio recordings. Each session that constituted the project had more than five transcripts and one field note associated with it, making it challenging to manage the data effectively. Despite this drawback, the study's use of multiple sources of data and data triangulation is a strength that enhances the study's credibility and validity. Data triangulation ensures that the data obtained are reliable, accurate, and consistent by comparing multiple data sources. It provides a more comprehensive view of the research findings and increases confidence in the conclusions drawn. There were more than 150 transcripts included with the interviews' transcripts altogether. When it came to arranging the data, the Atlas-Ti software proved to be an invaluable asset. It was feasible to discover and categorize all of the common points using this technique, which ultimately led to the formation of categories that are used for data analysis. Jotting down field notes was a daunting task for the researcher, as she had to be present to assist students in need of her guidance almost all the time. In addition, the method used to collect field notes posed a challenge. It required her to be discreet and quick in writing, which meant that she could not always capture every detail she wanted to. These limitations made it challenging to ensure the accuracy and completeness of the data collected. However, despite these constraints, she made every effort to gather as much data as possible to support the findings of this research study. Additionally, she believes that the quality of the data was sufficient to provide valuable insights into the benefits and challenges of project-based learning in language education.

A second disadvantage of this research was that some of the participants lacked the language necessary to adequately communicate their thoughts and feelings in English. The students' limitations were mostly attributable to the fact that in the past they had been involved in conventional learning procedures and work done on an individual basis. Initially, at the beginning of the study, students exhibited certain behaviors. For instance, they were passive in their approach towards learning and relied on the teacher for guidance. Moreover, due to their limited speaking experience, they were more inclined to use their native language to communicate. In addition, since the students were not accustomed to project-based learning (PBL), it was a challenging task for them to work on it initially. Consequently, the teacher had to display more patience and tolerance and spend additional time in preparation to guide and assist the students in designing and finishing the projects.

While these initial behaviors posed challenges, the teacher's investment of time and effort to design and execute the PBL activities paid off in terms of the students' learning outcomes. It enabled the students to become more active and engaged learners, developing essential skills such as critical thinking, problem-solving, and collaboration. Moreover, it also helped them become more confident in using the target language, English, and provided them with an opportunity to interact and learn from each other in a more meaningful way. Thus, it highlights the importance of pedagogical strategies that encourage active participation and engagement in the learning process.

The researcher faced a dual responsibility of being both a teacher and a researcher, which posed a significant challenge. She had to balance her research work with her teaching responsibilities, which included preparing and implementing instructional strategies and ensuring that students were making progress in their learning. Being responsible for both roles meant that

she had to juggle different tasks, such as data collection, analysis, and interpretation, while also creating an engaging and effective learning environment for her students. This required her to manage her time and resources efficiently to ensure that both her research and teaching duties were fulfilled. Despite the challenges, the researcher managed to perform both roles effectively, highlighting the importance of flexibility and adaptability in academic research.

The researcher faced a daunting task of switching roles from being a teacher to a researcher. Her attention was mostly directed towards helping students to work on their projects which made it challenging to observe the students' interactions during the research process. Being a personal tutor for every individual student and group was a lot of work and required significant time and effort. Moreover, preparing and implementing the project-based learning activities was time-consuming and required meticulous planning and attention to detail. It was also difficult to guide the students through every stage of the project, from inception to completion, which took a lot of time and effort.

Additionally, being both a researcher and a teacher posed a significant challenge since the researcher had to maintain a delicate balance between her responsibilities as a teacher and her role as a researcher. The demands of the classroom and the research process often competed for her attention, and she had to juggle both roles to ensure that the research objectives were met without compromising the quality of her teaching. Despite the challenges, the researcher persisted, and the study was able to yield valuable insights into the effectiveness of project-based learning in enhancing students' language acquisition skills. In addition to this, she was also tasked with the duty of a researcher gathering data while simultaneously performing the duties of a teacher. During the time that the kids were engaged in the activities, she was required to watch and take notes.

Recommendations for further research

After finishing this research project, one might go on to investigating other topics. The first issue at hand is to conduct an in-depth investigation into the concerns that students have when they are required to participate in oral performances. In the event that speaking is the EFL ability that receives the least amount of practice in the classroom, it is possible that future study may concentrate on the investigation of the emotional and affective effects associated with coping with speaking in EFL situations. Second, there is a need for more investigation into the impact that PBL has on the development of speaking abilities via the use of cooperative learning. Although project-based learning (PBL) emphasizes collaborative work among students (Thomas, 2000), exploring how this approach could improve English proficiency among students in Colombian public schools, where individualism and intolerance prevail, including bullying and violence, could be an interesting avenue for future research. Additionally, it would be beneficial to investigate why students in other public schools' struggle with speaking skills, as this could provide insight into potential solutions to improve language acquisition. Moreover, such research could help identify factors that may affect students' willingness to participate in collaborative learning activities and help to address potential barriers to successful implementation of PBL in the classroom.

In conclusion, one more facet that should be given more thought is whether the theoretical underpinnings of project-based learning in EFL should be supplemented by additional empirical research. The goal of this research would be to discover additional factors that strengthen the utilization of PBL in EFL in Colombia. Further research is necessary to strengthen the ideas and methods related to teaching and learning to effectively implement this approach in EFL education. This includes a deeper understanding of the strategies and techniques required to

incorporate project-based learning into the language classroom and how it can be adapted to different teaching contexts and student populations. Furthermore, it is crucial to investigate the impact of project-based learning on students' language proficiency and other cognitive skills, such as critical thinking and problem-solving abilities. By exploring these areas, researchers and educators can improve the quality of EFL instruction and provide students with meaningful learning experiences that can prepare them for success in the globalized world.

Conclusions

The researcher was able to successfully carry out the research and innovation project by following the cycles of action research, which took into consideration the requirements and desires of the student participants. Additionally, it provided the opportunity for her to reflect on her educational approach and explore for new solutions to foster spoken communication among the learners. This project attempted to solve the difficulties of a lack of speaking abilities as well as an interactive and conversational environment. The participants in this research responded well to an instructional strategy known as project-based learning (PBL). Therefore, the three speaking tasks were exercises that gave students the opportunity to openly communicate their thoughts, emotions, and views.

Learning was aided by the instructor, who served as a facilitator. She engaged in conversation with pupils, providing feedback, suggesting possible solutions, and evaluating speech in a cooperative manner. Throughout the duration of the projects, students played an active role as participants. They engaged in conversation with other people and inquired about information or provided comments, activities that allowed them to increase their oral output. Students are able to evaluate themselves, improve their oral output, and build their confidence via the use of feedback and work done in groups. They abandoned their anxiety of making errors and began to see speaking as a process that required ongoing practice since they were constantly interacting with one another in a setting that encouraged collaboration.

The students of the ninth grade may strengthen their speaking abilities by participating in activities that were both interactive and communicative. This would allow them to communicate in a variety of contexts while utilizing the foreign language in a constructive manner. They solicited and provided information, communicated their opinions, and offered their support.

Learners participating in the study endeavor were urged to conduct as much of their communication as they could in an oral format. They used the foreign language by participating in activities that were analogous to everyday language usage. For example, they discussed their personal experiences, their friends, and their abilities while using the foreign language. As a result, the researcher is able to draw the conclusion that the students achieved a certain degree of knowledge and competency in the application of the language. However, the most essential thing was that they were able to verbally express themselves and converse without any fear. They communicated in a way that was both meaningful and effective.

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Appendices

Appendix A. Students Consent Form



UNIVERSIDAD NACIONAL ABIERTA Y A DISTANCIA

UNAD

MAESTRIA EN MEDIACIÓN PEDAGOGICA PARA EL APRENDIZAJE DEL
INGÉS

Implementación de una estrategia de aprendizaje basada en proyectos para aumentar las competencias comunicativas de los estudiantes de noveno grado.

SOLICITUD DE PARTICIPACIÓN EN LA INVESTIGACIÓN

Solicito su participación en el proyecto de investigación titulado Implementación de una estrategia de aprendizaje basada en proyectos para aumentar las competencias comunicativas de los estudiantes de noveno grado y promover el trabajo cooperativo: conducido por mí, Nadia Castaño Noreña, estudiante de la Maestría en mediación pedagógica para el aprendizaje del inglés de la Universidad abierta y a distancia (UNAD). Los resultados de esta investigación se usarán con fines académicos. Si tiene usted alguna pregunta acerca de la investigación por favor póngase en contacto conmigo en el correo electrónico nadjacast01@gmail.com o en el celular 3207557343 en cualquier momento.

PROPOSITO DEL PROYECTO

El propósito de este Proyecto es identificar en qué medida la Implementación de una estrategia de aprendizaje basada en proyectos puede aumentar las competencias comunicativas de los estudiantes de noveno grado y promover el trabajo cooperativo en la institución educativa San Vicente Ferrer.

PROCEDIMIENTO

Si usted decide participar en este proyecto voluntariamente, se le solicitará tomar en cuenta los siguientes aspectos:

Permitir a la estudiante investigadora observar las clases que enseñará y consignarlas en su diario de campo, grabar y / o filmar ésta mismas con el fin de registrar información adicional al proyecto.

Responder un cuestionario inicial con la finalidad de identificar ritmos de aprendizaje, preferencias e inclinaciones hacia el trabajo por proyectos

Participar en una entrevista personal con la estudiante investigadora en la mitad del proyecto para verificar si la implementación de la metodología de trabajo por proyectos ha contribuido al mejoramiento de la competencia comunicativa y el trabajo colaborativo. Las personas que participarán en dicha entrevista serán escogidas de acuerdo a la necesidad de la estudiante investigadora.

Contestar honestamente un formato de auto evaluación donde ustedes evalúen la efectividad de los proyectos en el mejoramiento de la competencia comunicativa en inglés y la interacción con los compañeros. La autoevaluación se realizara finalizado el proceso y contará con todos los estudiantes que decidan participar en el proyecto.

Los hallazgos de la investigación estarán a disposición de los participantes bajo requerimiento personal. Si usted está interesado en conocer los hallazgos de la investigación está en libertad de contactar a la estudiante investigadora y solicitarlos.

CONFIDENCIALIDAD

Se harán todos los esfuerzos necesarios para asegurar la confidencialidad de toda la información de identidad obtenida en este proyecto. Ningún nombre será citado a no ser que el

estudiante lo autorice.

La estudiante investigadora y el asesor de la investigación serán los únicos con acceso a los videos y grabaciones.

PARTICIPACION Y DESERCIÓN

Si usted decide participar en este proyecto hasta el final tendrá un incentivo. De igual forma si decide retirarse del mismo, puede hacerlo sin ningún problema

Los beneficios que representa esta investigación serán los mismos tanto para ustedes como para la estudiante investigadora y seguramente contribuirán al mejoramiento del inglés en la institución educativa. Si está de acuerdo con la información leída y desea participar en el proyecto por favor firme

Nadia Castaño Noreña

Docente investigadora

E- mail: nadjacast01@gmail.com

He leído y comprendido la información acerca del proyecto MEJORAR LA GESTIÓN EN EL AULA Y PROMOVER LA CLASE DE INGLÉS CENTRADA EN EL ESTUDIANTE A TRAVÉS DE LA LECTURA DE HISTORIAS CORTAS descrita con anterioridad. Mis preguntas han sido respondidas satisfactoriamente y estoy de acuerdo en participar en este proyecto cumpliendo con las condiciones descritas previamente

Appendix B. Parents' Consent Form



UNIVERSIDAD NACIONAL ABIERTA Y A DISTANCIA

UNAD

MAESTRIA EN MEDIACIÓN PEDAGOGICA PARA EL APRENDIZAJE DEL
INGÉS

Implementación de una estrategia de aprendizaje basada en proyectos para aumentar las competencias comunicativas de los estudiantes de noveno grado

SOLICITUD DE AUTORIZACIÓN DE PARTICIPACIÓN EN LA INVESTIGACIÓN

Solicito la participación de su hijo(a)_____ en el proyecto de investigación titulado Implementación de una estrategia de aprendizaje basada en proyectos para aumentar las competencias comunicativas de los estudiantes de noveno grado y promover el trabajo cooperativo: conducido por mí, Nadia Castaño Noreña, estudiante de la Maestría en mediación pedagógica para el aprendizaje del inglés de la Universidad abierta y a distancia (UNAD). Los resultados de esta investigación se usarán con fines académicos. Si tiene usted alguna pregunta acerca de la investigación por favor póngase en contacto conmigo en el correo electrónico nadjacast01@gmail.com o en el celular 3207557343 en cualquier momento.

PROPOSITO DEL PROYECTO

El propósito de este Proyecto es identificar en qué medida la Implementación de una estrategia de aprendizaje basada en proyectos puede aumentar las competencias comunicativas de los estudiantes de noveno grado y promover el trabajo cooperativo en la institución educativa San Vicente Ferrer.

PROCEDIMIENTO

Si usted decide que su hijo participe en este proyecto voluntariamente, se le solicitará tomar en cuenta los siguientes aspectos:

Permitir a la estudiante investigadora observar las clases que enseñará y consignarlas en su diario de campo, grabar y / o filmar ésta mismas con el fin de registrar información adicional al proyecto.

Permitir que su hijo responda un cuestionario inicial con la finalidad de identificar ritmos de aprendizaje, preferencias e inclinaciones hacia el trabajo por proyectos

Permitir que su hijo participe en una entrevista personal con la estudiante investigadora en la mitad del proyecto para verificar si la implementación de la metodología de trabajo por proyectos ha contribuido al mejoramiento de la competencia comunicativa y el trabajo colaborativo. Las personas que participarán en dicha entrevista serán escogidas de acuerdo a la necesidad de la estudiante investigadora.

Incentivar a su hijo a que conteste honestamente un formato de auto evaluación donde evalúen la efectividad de los proyectos en el mejoramiento de la competencia comunicativa en inglés y la interacción con los compañeros. La autoevaluación se realizara finalizado el proceso y contará con todos los estudiantes que decidan participar en el proyecto.

Los hallazgos de la investigación estarán a disposición de los participantes bajo requerimiento personal. Si usted está interesado en conocer los hallazgos de la investigación está en libertad de contactar a la estudiante investigadora y solicitarlos.

CONFIDENCIALIDAD

Se harán todos los esfuerzos necesarios para asegurar la confidencialidad de toda la información de identidad obtenida en este proyecto. Ningún nombre será citado a no ser que

acudiente y estudiante lo autoricen. La estudiante investigadora y el asesor de la investigación serán los únicos con acceso a los videos y grabaciones.

PARTICIPACION Y DESERCIÓN

Si usted decide que su hijo puede participar en este proyecto hasta el final tendrá un incentivo. De igual forma si decide que es pertinente que su hijo deba retirarse del mismo, puede hacerlo sin ningún problema

Los beneficios que representa esta investigación serán los mismos tanto para sus hijos como para la estudiante investigadora y seguramente contribuirán al mejoramiento del inglés en la institución educativa. Si está de acuerdo con la información leída y desea que su hijo participe del proyecto por favor firme

Nadia Castaño Noreña

Docente investigadora

E- mail: nadjacast01@gmail.com.

Firma del acudiente

Appendix C Data Collection Instruments

Transcription of Students Oral Performance

Phase # _____ Session # _____ Date _____ Time _____ Topic: Student's name _____ English level: _____
Transcription of student productions:
Observation:

Second Instrument Field Notes Format

Date:
Phase:
Setting:
Activities:
Observations and reflections:

--

Third Instrument Interview Format

<p>What is your name?</p> <p>Observations:</p>
<p>How did you feel while carrying out the speaking activities in English?</p> <p>Observations:</p>
<p>What was the most rewarding part of working in a group to carry out a project?</p> <p>Observations:</p>
<p>Do you believe that your pronunciation in class, fluency in speaking English, and confidence in speaking the language improved? Yes/No, why or why not?</p> <p>Observations:</p>

What was the topic that call your attention the most in class and why?

Observations:


In what ways did project based learning help you in improving your English communicative competences?

Observations:

Appendix D. Colombia Aprende Pre-test and Post Test


<https://eco.colombiaaprende.edu.co/2021/03/18/speaking-test-a1-set-1/>

SECTION 1

 (10 Minutes)

SPEAKING SECTION

/12.5 points

 **Answer the questions.**
(Ask one set of questions per student.)

Set 1
Talk about yourself
Where are you from?
Where do you study?
What hobbies do you like? Why?
What do you like about your school/town/city? Why?
Do you have any brothers or sisters? How old are they?

Set 2
Talk about yourself
Where do you live?
Which activities don't you like to do? Why?
What places do you like to visit? Why?
What activities do you like to do with your friends?
What activities do you like to do at school?

SECTION 2

SPEAKING SECTION

/12.5 points

Briefly describe an image.

Option 1

Mention five daily activities that the people are doing in the pictures below.



Appendix E. Interview Evidences

The screenshot shows a digital interview interface. At the top, there is a navigation bar with a hamburger menu, the text "Entrevista aprendizaje basado en proyectos", a folder icon, a star icon, and a purple "Enviar" button. Below this, there are tabs for "Preguntas", "Respuestas" (with a red badge showing "6"), and "Configuración". A link "Vincular con Hojas de cálculo" is visible. The main content area is titled "6 respuestas" and has three sub-tabs: "Resumen" (selected), "Pregunta", and "Individual". A toggle switch "Se aceptan respuestas" is turned on. The question being displayed is "¿Cuáles tu nombre?". Below the question, there is a list of six names: Jonathan Sanchez, Juan Carlos Agudelo, Luis Felipe Ospina, Santiago Gallo, Isabela Cardona, and Jimena Gallo.

¿Como te sentiste mientras llevabas a cabo las actividades orales en inglés?

6 respuestas

Me sentí bastante nervioso y tímido al llevar a cabo las actividades orales en inglés. Me preocupaba mucho cometer errores y sentir que no estaba pronunciando bien las palabras en inglés.

Me sentí muy nervioso y ansioso durante las actividades orales en inglés. Me costaba mucho trabajo entender lo que los demás decían y encontrar las palabras adecuadas para expresarme en inglés. Me sentí frustrado por no poder comunicarme de manera efectiva.

Me sentí un poco nervioso al principio, pero a medida que fui avanzando en las actividades, me fui sintiendo más cómodo y seguro. Si bien no soy muy fluido al hablar en inglés, traté de hacer mi mejor esfuerzo para comunicarme de manera efectiva.

Al principio me sentía un poco nervioso y ansioso al hablar en inglés, pero con el tiempo me fui sintiendo más cómodo y seguro. A medida que fui practicando y mejorando mi habilidad para hablar en inglés, comencé a sentirme más confiado y disfruté más de las actividades orales.

Me sentí confiada y cómoda al llevar a cabo las actividades orales en inglés. A medida que he ido practicando y mejorando mis habilidades en el idioma, he desarrollado una mayor fluidez al hablar y una pronunciación más clara y precisa. Por lo tanto, no me sentí tan nerviosa o insegura.

¿Que fue lo más gratificante de haber trabajado en grupo para llevar a cabo un proyecto?

6 respuestas

Lo más gratificante de trabajar en grupo para llevar a cabo un proyecto fue poder contar con el apoyo y la ayuda de mis compañeros de clase. Ellos me ayudaron a entender mejor el tema y me dieron la confianza necesaria para poder participar en las discusiones y presentaciones en inglés.

Lo más gratificante de trabajar en grupo para llevar a cabo un proyecto fue poder contar con el apoyo y la ayuda de mis compañeros de clase. Ellos me ayudaron a entender mejor el tema y a encontrar las palabras adecuadas para expresarme en inglés. También me ayudaron a mejorar mi pronunciación y fluidez al hablar en inglés.

Lo más gratificante de trabajar en grupo fue poder compartir ideas y conocimientos con mis compañeros de clase. Juntos pudimos abordar el tema desde diferentes perspectivas y lograr un mejor resultado final. Además, trabajar en equipo me permitió practicar mi habilidad para colaborar con otros en inglés.

Lo más gratificante de trabajar en grupo para llevar a cabo un proyecto fue poder compartir ideas y conocimientos con mis compañeros. Trabajar en equipo nos permitió abordar los temas desde diferentes perspectivas y llegar a soluciones más completas y bien fundamentadas. Además, fue muy motivador ver cómo nuestro trabajo en equipo dio como resultado un proyecto exitoso y bien hecho.

¿Consideras que tu pronunciación en clase, tu fluidez para hablar en inglés y tu seguridad para hablar en el idioma mejoró? Sí/no ¿Por que?

6 respuestas

Sí, considero que mi pronunciación, fluidez y seguridad para hablar en inglés mejoraron un poco gracias a las actividades en clase. Aunque aún me siento un poco inseguro al hablar, siento que he aprendido más vocabulario y estructuras gramaticales que me han ayudado a comunicarme de manera más efectiva.

Sí, considero que mi pronunciación, fluidez y seguridad para hablar en inglés mejoró un poco gracias a las actividades en clase. Aunque todavía me cuesta trabajo hablar en inglés, siento que he aprendido nuevas palabras y estructuras gramaticales que me han ayudado a comunicarme mejor.

Sí, considero que mi pronunciación, fluidez y seguridad para hablar en inglés mejoró un poco gracias a las actividades en clase. Aunque todavía me cuesta trabajo hablar en inglés con fluidez, siento que he aprendido nuevas palabras y expresiones que me han ayudado a comunicarme mejor.

Sí, considero que mi pronunciación, fluidez y seguridad para hablar en inglés han mejorado después de haber trabajado con la metodología de aprendizaje basada en proyectos. Al principio, me sentía un poco inseguro al hablar en inglés y tenía dificultades para pronunciar correctamente algunas palabras. Sin embargo, a medida que trabajaba en los proyectos y tenía que comunicarme con mis compañeros de clase en inglés, fui mejorando mi pronunciación y adquiriendo mayor fluidez en el idioma.

¿Cuál fue el tema que más te llamó la atención de los trabajados en clase y por qué?

6 respuestas

Me gustó mucho la actividad de los talentos por que pude poner identificar en qué soy bueno, en qué me destaco, y a que me puedo dedicar más adelante.

Me gustó mucho la entrevista inicial por que no conocía a la compañera con la cual participé y la verdad me llevé muchas sorpresas con las respuestas que me dió de las diferentes preguntas que le hice.

El tema que más me llamó la atención fue la identificación de mi talento. Siempre me ha gustado cocinar y la actividad me ayudó a confirmar que soy bueno en este arte.

Me llamó mucho la atención el tema de la autorreflexión en los talentos. Nunca había tenido la oportunidad de examinar mis destrezas y mis habilidades para ponerlas en práctica. Me pareció muy útil la actividad por que ahora me queda más claro a lo que puedo dedicarme en el futuro gracias a mis capacidades.

El tema que más me llamó la atención fue el de los talentos. Me gustó mucho todo el proceso de identificar en que soy buena y en que me destaco. Me gustó mucho identificar que no soy la única que se destaca en el dibujo y que tengo compañeras que también son buenas en esta actividad.

¿De que manera el trabajo por proyectos te ayudo a mejorar tus competencias comunicativas en inglés?

6 respuestas

El trabajo por proyectos me ayudó a mejorar mis competencias comunicativas en inglés de varias maneras. Primero, me obligó a interactuar con mis compañeros de clase en inglés y a participar en discusiones y presentaciones en grupo. También me permitió trabajar en mi capacidad de escuchar y comprender lo que otros dicen en inglés. Finalmente, el trabajo por proyectos me dio la oportunidad de practicar el uso del vocabulario y las estructuras gramaticales en contextos reales y significativos.

El trabajo en proyectos contribuyó a mi desarrollo en cuanto a habilidades de comunicación en inglés de diversas formas. En primer lugar, me brindó la oportunidad de comunicarme en inglés con mis compañeros de clase y practicar la expresión oral en situaciones auténticas. Además, me permitió mejorar mi habilidad para escuchar y comprender lo que otros dicen en inglés. Por último, el trabajo por proyectos me ayudó a practicar el uso del vocabulario y las estructuras gramaticales en situaciones reales y con significado.

El trabajo por proyectos ha sido muy beneficioso para mejorar mis habilidades comunicativas en inglés. Durante el desarrollo de los proyectos, he tenido la oportunidad de interactuar con mis compañeros en inglés y de practicar la expresión oral en un contexto real y significativo. Aunque al principio sentí un poco de nerviosismo al hablar en inglés, con el tiempo me he sentido más seguro y he mejorado mi fluidez al comunicarme.

Appendix F. Audio Transcription Codes with Atlas Ti

Audio Transcription third project.docx

Codificación IA

Buscar

B U I T

16

Audio Transcription third project

Identifying my talents- outstanding students

Student 1: Hey, I've heard you're really talented in something. What is it?

Student 2: Oh, well, thank you for asking. I have a passion for playing the guitar. Music has always been a big part of my life, and I've been playing for several years now. It's a talent that brings me joy and allows me to express myself creatively. How about you? Do you have any talents or strengths?

Student 1: That's awesome, Jime! As for me, I've always had a talent for drawing and painting. I find it therapeutic and love creating art that reflects my emotions and experiences. It's a way for me to communicate without words.

Student 2: That's really cool, Isa. It's great that we both have artistic talents. By the way, do you feel like you have any specific strengths?

Student 1: Hmm, I would say one of my strengths is my ability to adapt to new situations and learn quickly. I enjoy taking on challenges and find that I can easily adjust to different environments and tasks. How about you, Jime? What do you consider one of your strengths?

Student 2: Well, I believe one of my strengths is my ability to communicate effectively. I enjoy engaging in conversations and listening to others. It helps me build connections and understand different perspectives.

Student 1: That's a valuable strength, Jime. Effective communication is so important in various aspects of life. On a different note, do you think you have any weaknesses?

Student 2: Yes, I think one of my weaknesses is that I can sometimes be too self-critical. I set high standards for myself, which can lead to overthinking and self-doubt. It's something I'm working on, though. How about you, Isa? Are there any weaknesses you're aware of?

Student 1: I can relate, Jime. One of my weaknesses is that I can be a bit of a perfectionist. I often spend too much time trying to make things flawless, which can sometimes slow me down or cause unnecessary stress. It's something I'm trying to

Opiniones y ayuda

Audio Transcription third project.docx

Codificación IA

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Music has always been a big part of my life, and I've been playing for several years now. It's a talent that brings me joy and allows me to express myself creatively. How about you? Do you have any talents or strengths?

Student 1: That's awesome, Jime! As for me, I've always had a talent for drawing and painting. I find it therapeutic and love creating art that reflects my emotions and experiences. It's a way for me to communicate without words.

Student 2: That's really cool, Isa. It's great that we both have artistic talents. By the way, do you feel like you have any specific strengths?

Student 1: Hmm, I would say one of my strengths is my ability to adapt to new situations and learn quickly. I enjoy taking on challenges and find that I can easily adjust to different environments and tasks. How about you, Jime? What do you consider one of your strengths?

Student 2: Well, I believe one of my strengths is my ability to communicate effectively. I enjoy engaging in conversations and listening to others. It helps me build connections and understand different perspectives.

Student 1: That's a valuable strength, Jime. Effective communication is so important in various aspects of life. On a different note, do you think you have any weaknesses?

Student 2: Yes, I think one of my weaknesses is that I can sometimes be too self-critical. I set high standards for myself, which can lead to overthinking and self-doubt. It's something I'm working on, though. How about you, Isa? Are there any weaknesses you're aware of?

Student 1: I can relate, Jime. One of my weaknesses is that I can be a bit of a perfectionist. I often spend too much time trying to make things flawless, which can sometimes slow me down or cause unnecessary stress. It's something I'm trying to

Opiniones y ayuda

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Student 2: Well, I believe one of my strengths is my ability to communicate effectively. I enjoy engaging in conversations and listening to others. It helps me build connections and understand different perspectives.

Student 1: That's a valuable strength, Jime. Effective communication is so important in various aspects of life. On a different note, do you think you have any weaknesses?

Student 2: Yes, I think one of my weaknesses is that I can sometimes be too self-critical. I set high standards for myself, which can lead to overthinking and self-doubt. It's something I'm working on, though. How about you, Isa? Are there any weaknesses you're aware of?

Student 1: I can relate, Jime. One of my weaknesses is that I can be a bit of a perfectionist. I often spend too much time trying to make things flawless, which can sometimes slow me down or cause unnecessary stress. It's something I'm trying to

Opiniones y ayuda

The image shows a document editor interface. The main window displays a transcript with three paragraphs. The first paragraph is a question: "in various aspects of life. On a different note, do you think you have any weaknesses?". The second paragraph is from Student 2, discussing self-critical tendencies and high standards. The third paragraph is from Student 1, discussing perfectionism and stress. The fourth paragraph is from Student 2, discussing shared strengths and weaknesses. To the right, a sidebar contains a list of emotion tags: Communication 1, Listening 1, Perspective-taking 1, Self-doubt 1, Perfectionism 1, Self-improvement 3, Self-improvement 3, and Personal growth 2. At the bottom right of the sidebar is a button labeled "Opiniones y ayuda".

Audio Transcription third project.docx Codificación IA Buscar

in various aspects of life. On a different note, do you think you have any weaknesses?

Student 2: Yes, I think one of my weaknesses is that I can sometimes be too self-critical. I set high standards for myself, which can lead to overthinking and self-doubt. It's something I'm working on, though. How about you, Isa? Are there any weaknesses you're aware of?

Student 1: I can relate, Jime. One of my weaknesses is that I can be a bit of a perfectionist. I often spend too much time trying to make things flawless, which can sometimes slow me down or cause unnecessary stress. It's something I'm trying to balance as well.

Student 2: It's interesting how we share some similar strengths and weaknesses, Isa. It's important to recognize them and work towards personal growth. Our talents and strengths can propel us forward, while acknowledging and addressing our weaknesses helps us become more well-rounded individuals.

Communication 1
Listening 1
Perspective-taking 1
Self-doubt 1
Perfectionism 1
Self-improvement 3
Self-improvement 3
Personal growth 2

Opiniones y ayuda

Appendix G. Validation Procedures

Naming, Grouping and Coding Atlas Ti Process

Resumen de Codificación IA

[Guardar como View](#)
[Cerrar](#)

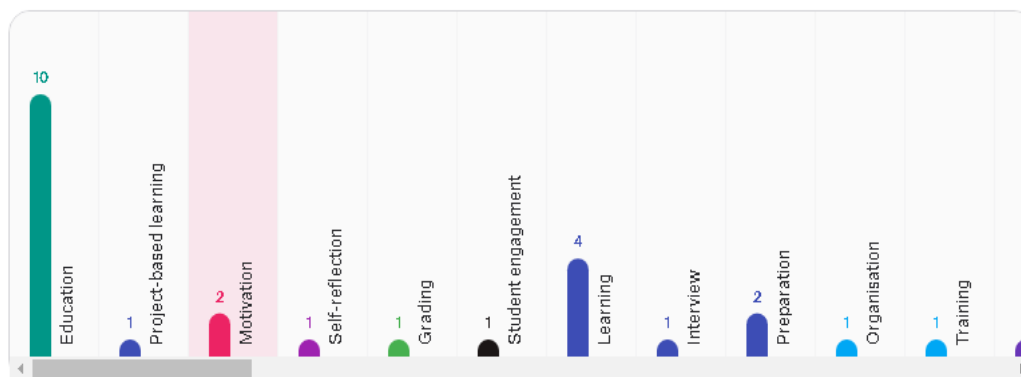
Códigos Creados

51 ↗

Citas Creadas

19 ↗

Códigos Creados



Field notes atlas ti 2.docx Codificación IA Buscar

Explanation about how to carry out an interview

Observations and reflections

To begin with, the students were explained the importance of conducting interviews, whether it's for a company or a media outlet. They were informed that an interview is an opportunity to learn more about a person or a topic, and how to ask the right questions to obtain the necessary information.

During the session, the steps to follow before the interview were detailed, which include researching the interviewee and the topic, crafting relevant questions, and preparing the necessary resources such as recording devices, notebooks, and pencils.

The students were instructed to demonstrate a respectful and friendly attitude towards the interviewee, and that communication should flow smoothly to ensure the information is conveyed effectively. They were taught how to ask open-ended and

Learning 4
Interview 1
Preparation 2
Organisation 1
Training 1
Interviewing 1
Effective communication 1

Opiniones y ayuda

Field notes atlas ti 2.docx Codificación IA Buscar

Observations and reflections

After the explanation provided by the teacher, it was clarified to the students that for this occasion, it was necessary for each of them to choose a partner with whom they hadn't previously worked, in order to carry out the project. First, they were given the opportunity to voluntarily choose their partner, but considering their lack of interest in changing partners, the teacher assigned groups based on the class roster. Some students were initially dissatisfied, but the teacher explained that this was necessary for the project's objectives to be achieved and for them to communicate in English as originally planned. The idea then is, for the next session, to begin with their class partner and the teacher, creating personal information and likes-based questions to carry out the first part of the project.

Group work 1
Oral communication sk... 1
Communication difficu... 1

Opiniones y ayuda

Observations and reflections

they are given a sense of responsibility and ownership in their own learning process.

Furthermore, by designing questions that allow students to learn more about their classmates, a more collaborative and supportive environment is created. By learning more about their classmates' experiences and lives, students can develop a sense of empathy and understanding towards others, which can help foster a more inclusive and tolerant school culture.

On the other hand, this activity can also have a positive impact on the development of students' language skills. By formulating questions in English, students can practice their vocabulary and grammar, which are fundamental for their language development. Additionally, by interacting with classmates who are native English speakers, students have the opportunity to listen to and practice authentic English pronunciation and intonation.

Collaboration 1
Support 1
Empathy 1
Inclusion 1
Tolerance 1
Language development 1
Education 10
Skill-building 1
Social interaction 1

Opiniones y ayuda

Field notes atlas ti 2.docx Codificación IA Buscar

Observations and reflections

In the mentioned session, the students continued with the task of crafting questions for conducting an interview. The groups posed questions that not only covered personal information but also interests, strengths, weaknesses, and favorite activities. It was noticed that the students frequently asked the teacher for the English translation of certain words and that, although they spoke in English, they also alternated with Spanish.

This type of activity can be very beneficial for students to improve their English level as it provides them with the opportunity to practice the language in real and everyday situations. Furthermore, being able to formulate questions and responses in English allows them to gain fluency and confidence in oral expression.

However, it is important for students not to limit themselves to using only the words

Language barrier 1
Education 10
Bilingualism 1

Education 10
Language learning 2
Skill development 1
Self-improvement 1
Education 10

Opiniones y ayuda