Language Learning Strategies under the PBL Approach: Study of Seventh Graders'

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Masters in English Didactics

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A thesis submitted to obtain the degree of M.A. in English Didactics

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Manizales, 2023

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Abstract

This study delves into the potential impact of Project-Based Learning (PBL) on the speaking abilities of a group of seventh-grade students at a Public School in Cartagena, Colombia, and explores its connection to Language Learning Strategies. A mixed-gender group of 35 students aged between 12-15 was randomly chosen for this explorative action research. The methodology involved six dynamic workshops wherein the students were evaluated using a multi-modal approach including surveys, a research diary, and a non-participant observation checklist. These tools helped evaluate the efficacy of different strategies and students' oral performance during their final presentations.

Data were systematically collected and analyzed, with recurrent information organized into defined categories and coded based on emerging themes from the applied artifacts. Comparative analyses of students' performances across three distinct stages - diagnosis, action, and evaluation - revealed noticeable differences in learning outcomes, confidence, and motivation among the participants. The author posits that incorporating the PBL approach and language learning strategies can boost students' motivation, foster autonomous learning, and nurture critical thinking and collaborative skills.

Keywords: Collaborative work, Confidence, Language learning strategies, Project-Based learning, Speaking skill.

Introduction

Mastering multiple languages is a desirable skill in today's global society, prompting many individuals to seek instruction from specialized institutions. To meet this demand, these entities employ educators trained in contemporary and effective methodologies, one of which includes Project-Based Learning (PBL). As noted by Lam (2011), PBL is a dynamic teaching method where students delve into real-world problems, prompting a deeper understanding and retention of the subject matter compared to traditional textbook-based learning. This pedagogical strategy effectively promotes cognitive, social, and language skills, while accounting for the learner's context, turning it into a potent source of knowledge. PBL encourages learners to fully comprehend their situation through active involvement in challenging scenarios, thereby enabling them to express personal opinions and beliefs. However, it's worth noting that language learning, particularly when it comes to a second language (L2), can induce negative emotions like nervousness, embarrassment, and low self-esteem. These feelings can subsequently lead to adverse attitudes and barriers, detracting from the overall enjoyment of the class.

This study is centered around implementing Project-Based Learning (PBL) to encourage the oral usage of English among seventh-grade students at a public school in Cartagena. The challenges previously mentioned were identified in a class of 37 students, where the majority exhibited a lack of motivation in verbally employing their target language (TL). When required to speak, many students displayed feelings of embarrassment. In addition, difficulties were observed during group activities, particularly with low levels of tolerance and cooperation. These issues pose potential impediments to their overall language performance. Therefore, the necessity arises to investigate possible underlying causes and to

devise appropriate strategies. The ultimate goal is to provide these students with effective tools to enhance their oral proficiency and foster better teamwork.

This paper sets out to explore the components and characteristics of Project-Based Learning (PBL), as framed within Rebeca Oxford's taxonomy of language learning strategies, and to evaluate its impact on fostering cooperative work and enhancing speaking skills. The research was conducted in line with Kemmis and McTaggart's (1988) concept of Action Research, which delineates four critical steps: planning, action, observation, and reflection. The diagnostic phase formed the initial stage, highlighting the urgent need for improving speaking skills within the target group. Several categories emerged from this stage, including speaking difficulties signifying a reluctance to speak due to a range of internal and external factors. This tied into the next category, high affective filter, indicating significant emotional barriers to language learning. Nonetheless, it was observed that the majority of the students were enthusiastic about learning a second language (L2), underscoring the need for a pedagogical approach that actively engages them in their learning process.

Following the collection and analysis of data in the aforementioned diagnostic stage, the subsequent step entailed planning six workshops rooted in the Project-Based Learning (PBL) approach. These sessions aimed to bolster speaking fluency, encourage cooperative work, and nurture 21st-century skills such as creativity and collaboration. Bell (2010) posits that PBL fosters a more profound understanding of a topic, promotes deeper learning, enhances higher-level reading abilities, and boosts motivation to learn. Hence, the implementation of this approach allows students to comprehend the causality of a problem situation, stimulating their enthusiasm to continue their learning journey.

In the final phase of this research, an evaluation of the six workshops was undertaken, and the collected data was analyzed to discern key findings and formulate recommendations for EFL (English as a Foreign Language) teachers. The analysis uncovered notable improvements in students' speaking fluency, confidence, and overall language proficiency.

Justification

People at any stage of their life decide to learn a language and since English is the world language, it tends to be the most popular choice. Most people take courses trying to get abilities to accomplish different goals concerning jobs, journeys, or studies. In this process, they experience several methods that might cause meaningful learning. Therefore, it is necessary to use effective methodologies that encourage students' active participation in their English learning and the development of 21st-century skills such as critical thinking, creativity, problem-solving, and collaboration. Consequently, the PBL approach represents an opportunity for teachers to boost language, and cognitive and social abilities to obtain significant results. This methodology guarantees meaningful learning and teaching based on the current state of education and students' necessities concerning their local and national context.

Hence, the present study will use the approach mentioned before to foster speaking, teamwork, and other necessary social and cognitive skills in students from a public school in Cartagena, Colombia. Given that the focused group displays some difficulties with anxiety, demotivation, and other individual and cultural elements that influence language knowledge, this study will provide students with learning strategies to overcome speaking limitations. In addition, this study agrees with the school PEI and the Colombian National Suggested Curriculum MEN (2016) which consider project learning as a methodology to teach and evaluate pupils productively and other characteristics such as adaptability, flexibility, the incorporation of sociocultural issues, and the 21st-century skills. For this reason, they will have the experience of using it to learn not only the English content in the curriculum and

aspects related to their setting, such as city communities, environment, culture, places, and geographical elements.

Given the above, applying PBL will provide learners with tools and skills for developing oral skills, encourage them to learn English, and reinforce their confidence when speaking. Moreover, this project will help students become more fluent in the target language. The methodology is essential because participants control their learning pace, resources, and performance. Since activities are in a group, PBL will have the chance to reinforce interpersonal relationships through cooperative work in which each group member has a role and contribute to having more tolerant and respectful manners.

This project aims to validate the positive effect of PBL and learning strategies on students' motivation and speaking skills. Therefore, participants will find a different way to learn L2 in it rather than the standard methodology over which teachers have control. There needs to be students' active involvement in activities and knowledge building. Furthermore, this project will contribute to the school's objective to employ methodologies that prepare students for life, considering CBL (Content Based Learning), PBL (Project Based Learning), or PBL (Problem-Based Learning) and the school's attempt to assess students in a productive way using checklists, rubrics, and other instruments which allow pupils to monitor their learning progress.

1   Description of the problem

1.1   Rationale

This research examines how learning strategies and PBL (Project Based Learning) affect seventh graders' speaking skills, fluency, anxiety, and vocabulary at a public school in Cartagena, Bolívar. This study allows English teachers to reflect on the PBL methodology mentioned above and their effectiveness since it occurs in a context rich in cultural differences. Finally, the results of this investigation can illustrate to EFL teachers how to develop projects under the Gold Standard of PBL and learning strategies to obtain more accurate outcomes for learners with a low English level.

Similarly, this research contributes to the school curriculum strengthening because the school's principal is willing to transition to more constructive approaches and methods related to the development of life skills proposing a "tools box" in which the teacher resorts to current practices such as problem-based learning, (PBL) project-based learning, (PBL) or challenge-based learning (CBL) which goal is to foster high-order thinking skills and other competencies for the current world.

In this sense, this investigation also helps pupils to reinforce cognitive skills and improve interpersonal relationships through collaborative work. Moreover, it allows them to discover ways to enhance language learning from formal to functional points of view and strategies to overcome speaking limitations and improve the communication process. In the words of Scarino and Liddicoat (2009), language is an instrument people use commonly to codify meanings through words, sounds, or images and to have contact with others; if this is the purpose, a person not only needs vocabulary or grammar but also to understand how to create this representation, maintain contact, and involve in others' communication.

Considering the challenging situation of English teaching in the city of Cartagena, in which some educators still employ traditional methodologies, and learners get disappointed by these strategies. This study can be the starting point for an English teacher to use current methods such as Project-Based learning that involve learners in their knowledge-building considering their needs and context following the Gold Standards of PBL elements.

Likewise, this study exposes the usefulness of learning strategies Oxford (1990) to improve speaking skills knowing that speaking generates high anxiety levels in students. Nonetheless, teachers can use these strategies to facilitate students' performance in writing, reading, or listening abilities. To conclude, this research seeks to contribute to the Colombian EFL field as a reference in future investigations about PBL implementation and the benefits of encouraging pupils to use learning strategies to accomplish language goals better.

1.2   Statement of the Problem

Acquiring fluency in a foreign language presents multifaceted challenges, one of the most formidable being the mastery of speaking skills. Through various diagnostic instruments employed in this study's preliminary stage, significant resistance to verbal expression, alongside struggles in articulating ideas coherently, emerged among the sampled learners. These manifestations further revealed an underlying state of demotivation, hesitation, and lack of self-confidence.   To validate these findings, the researcher administered a comprehensive questionnaire to gauge students' proficiency in writing, speaking, reading, and listening. This evaluation exposed difficulties across the spectrum of language competencies; however, speaking deficiencies were disproportionately evident compared to the other areas. Simultaneously, the assessment disclosed emotional impediments related to learners' affective domain, including feelings of embarrassment and reticence, in both virtual and in face to face settings.

Additionally, the questionnaire uncovered a deficit in the students' vocabulary, particularly concerning essential personal details and everyday life scenarios. Observations from the research journal also evidenced a concerning lack of student engagement, attributable to inadequate vocabulary comprehension. The speaking rubric mirrored these findings, indicating low fluency levels stemming from recurrent hesitations and obstacles in conveying messages during self-introduction.

In the end, a need to adopt effective learning strategies designed to enhance the aforementioned aspects was apparent, as observed by the teacher-researcher. This calls for pedagogical interventions that not only address linguistic inadequacies but also foster confidence, engagement, and emotional resilience among the learners.

1.3   Research Question and Objectives

1.3.1   Research Question

What is the impact of Learning Strategies under the PBL approach on Seventh Graders' Speaking skills at a Public School in Cartagena?

1.3.2   Research Objectives

1.3.2.1 **General Objective**

To describe the impact of Learning Strategies under the PBL approach on seventh-grade students' speaking skills.

1.3.2.2 **Specific Objectives**

- To examine the effect of language learning strategies and PBL on students' fluency

- To determine the impact of learning strategies inside the PBL approach on students' vocabulary range.

1.4   Description of the Context and Setting

1.4.1   International Context

English has become one of the most important languages around the world since it is the business, traveling, and work affairs communication instrument in a globalized world. Hence, it is crucial to promote its learning and use. According to Crystal (2003), a language becomes global for extrinsic reasons related to the people who speak it and not because of linguistic features. These causes are closely related to people's influence in certain territories expressed in their political and military control. In addition, there is a relationship between language control and other economic, cultural, and technological aspects. Likewise, Melchers et al. (2019) present Kachru's model of English use around the world and displays three main groups. The first considers countries whose mother tongue is English, for

example, the United Kingdom or the United States (*inner circle*). The second group refers to countries where English is a second language, for instance, some African and Asian countries *(outer circle).* The third group fits those countries where people learn English as a foreign language, e.g., China and Korea *(expanding circle).*

Alternatively, Seidlhofer (2004) explains how interactions between native speakers and non-native speakers impact the concept of English as a *Lingua Franca* since their communication has increased because of the Internet. Seidlhofer remarks that interactions that occur between people with different proficiency levels, known as "internationalization and destandardization" elevates language change. This hypothesis keeps a relationship with the participants of this research since they are students with different language levels and this might influence changes in their language learning process. Hence, in their communicative intention in any scenario.

1.4.2   Colombian Context

From a national view, the Colombian Ministry of Education (MEN, 2004) promotes a critical program called *Colombia Bilingüe* whose main goal is that by the year 2025, Colombian students will have a B1 level according to the CEFR. For this reason, the Ministry of Education sets a route for this program implementation to enhance English learning in the national territory. Additionally, MEN (2016a) submitted a handbook with the Standards of English Proficiency which contains some guidelines about the knowledge students may have concerning the four skills in each level (beginner "A," intermediate "B," and advanced "C") of The Common European Framework of reference for languages (CEFR).

Correspondingly, (MEN, 2016b) publishes The Basic Learning Rights with a summary of abilities and pieces of knowledge that students may develop in each grade from

primary to high school based on the Colombian Educational System and aligned to the Standards of English Proficiency and the Curriculum Guidelines. Along the same (MEN, 2016c) publishes the Suggested Curriculum integrates four dimensions regarding globalization, peace, and democracy. This document considers the Colombian context and students' needs to contribute to better practices and provides pedagogical and methodological procedures to plan lessons.

On the other hand, teaching English in elementary is a challenge because most teachers do not have the methodological knowledge to accomplish the primary goal of the *Colombia Bilingüe Program.* MEN (2015) divulges a set of methodological handbooks to assist primary teachers with *Animales locos* (MEN, 2015a) and *"My ABC English Kit"* (MEN, 2015b), providing them with a variety of communicative activities and a simple summary of the principal methods, approaches, and learning theories for teaching English. Likewise, MEN (2016) created two textbooks to complement English teaching for secondary students: The English Please (MEN, 2016d) and The Way to Go (MEN, 2016e), which compile four modules that integrate speaking, writing, reading, and listening activities considering the thematic focus such as Globalization, Health, Sustainability, and Democracy and peace.

1.4.3   Local Context

This section explains some important domains to help readers to comprehend the sociocultural, economic, and geographical characteristics of the research context.

1.4.3.1 City.

This research took place in an urban public school in Cartagena, Bolívar. This city is part of the Caribbean Coast Region in the country's north. It has a population of 1.013.389 people. Cartagena was founded on June 1st, 1533. Its economic activities are tourism, the commercial sector, and industry. The city has three localities: Histórica y del Caribe Norte, de la Virgen y Turística includes six villages (La Boquilla, Punta Canoa, Pontezuela, Bayunca, Arroyo Grande, and Arroyo de Piedra) the last locality is Industrial and de la Bahía. The municipality has 205 public schools, including rural and urban schools, and 246 private schools.

1.3.3.2 Institution.

Fe y Alegría El Progreso is an Industrial y de la Bahía Zone school. Its educational services comprise primary and secondary levels. This school was founded in 1992 by Hermanas de Nuestra Señora de la Paz. The main goal was to involve the community in projects about the environment, values, and national symbols. They also offered sewing, embroidery, and ceramics for children's parents. In addition, the Institution had International Organisms' support to promote English learning because of Fe y Alegria's presence in international scenarios. After a few years, Fe y Alegria decided to finish its project in this community.

This school has three branches: José González Vergara, El Reposo, and the principal branch. Additionally, the institution implements some educational projects such as PRAE, Cultural, Ethics, and Democracy described in law 115 MEN (1994), which are mandatory and contextualize students' needs and community. Finally, there are approximately 17 classrooms and 35 to 38 students per classroom. The school has three English teachers, one in the morning and two in the afternoon and the syllabus sets three hours for English classes.

1.4.3.2 *Students.*

The school has approximately 1800 students in the main branch, and the other two attend primary students. Most of them come from low-income families who live from informal sales, motor drivers (an economic activity that men do to take people to any place by motorcycle), or do not receive any resources to maintain their families. Moreover, they live in neighborhoods with deep social phenomena such as drug addiction, gangsterism, and robbery. Despite living in these difficult situations, they are respectful of their teachers.

Nonetheless, sometimes students have disruptive behavior and learning difficulties concerning English and other subjects. Regarding language learning interests, the students prefer group activities where they create things or express themselves culturally and artistically. In English classes, they enjoy playing, and they are very committed. On the contrary, they feel ashamed or uncomfortable in oral activities. They like written tasks; they do not like listening or reading activities because they do not understand. These factors may be the reason for low proficiency in the Standardized Test (Prueba Saber 11°).

1.4.3.3 *EFL class, teachers, and resources.*

Fe y Alegria School follows the Ministry of Education guidelines exposed in the different provided documents for English classes. Nonetheless, the school has its model, the

Social Cognitive, whose basis is constructivism, in which teachers should provide learners with tools to build their knowledge and solve problematic situations. These characteristics are what some authors named "scaffolding." Additionally, it allows cultural and social contextualization centering on reality, collaborative work, and 21st-century skills. Since the school is transitioning to Cross-curriculum, teachers can use different methodologies, such as PBL, that align with the school model. It also promotes formative and summative evaluation, reflection about teaching practices, and lessons oriented to fulfill practical goals.

Some years ago, educators in this school used Cartagena's History to teach English because the school belonged to a district's Bilingualism program. Currently, the school has three English teachers who use the material provided by MEN. However, they can use different resources to obtain the results contemplated in the school curriculum. Teachers use formative assessment through checklists, journals, self-assessment, or peer-assessment, and summative through quizzes, worksheets, and Prueba Saber tests to assess pupils. This evaluation is based on the school scale from 1 to 5 during three periods.

On the other hand, the school has some dictionaries, one projector, and books such as Way to Go 8° English Please 9°, 10°, and 11° provided by MEN. Nevertheless, these elements are insufficient for educating students and getting the demanded results. That is why, for the class, teachers ask the students to bring materials. Finally, sometimes educators carry speakers, flashcards, and images to help learners achieve goals. Despite having some computers, sometimes it is not easy to work with them since the I.T. teachers utilize them.

2   Literature Review

The following section of this research study illustrates the theoretical basis to provide a more profound understanding of the research matter. The first section intends to define speaking and its elements emphasizing fluency and vocabulary. Then, speaking assessment, teachers' role, and speaking anxiety as among the most common barriers when using L2. The second section explains the PBL approach, its foundations, its main elements according to the Gold Standards of PBL, teachers' and learners' roles, and the 21st-century skills overview. The third section is dedicated to the definition of learning strategy, focusing on Rebecca Oxford's taxonomy of direct and indirect strategies and how they contribute to language learning, speaking skill improvement, and motivation. It also briefly explains the strategies used for the present research. Finally, this section presents previous studies concerning PBL and how they positively impacted students' speaking skills, cooperative work, and attitude toward language learning.

2.1   Speaking:

Several authors agree that human beings produce structured and organized sounds that transmit meaning. (Bailey, 2005; Guebba, 2021). Likewise, Saville-Troike and Barto (2017) explain that linguistic knowledge entails some non-verbal structures that are visible when speaking or listening. These concerns with body language, the distance between speakers, and some gestures are more evident when using L2. Some of these signals are related to people's culture and interfere with the message's meaning. In addition, Harmer (2007) points out that students need to be capable of speaking in any situation and use a variety of strategies to convey a message and express themselves in real-life situations, which is what Nunan (2015) describes as "Linguistic Competence" which is necessary to communicate.

Nonetheless, this act involves other aspects related to sociocultural context recognized as Communicative Competence, a term coined by Dell Hymes. In addition, Bailey (2005) identifies two more crucial elements of communicative competence Strategic and Discourse, the first refers to the speaker's ability to use strategies to communicate and the second explains the logical sequence among sentences. Conversely, the elaboration of consistent utterances for the receptor to understand what the message is about is challenging because of the tension between the speakers.

2.1.1   Elements of Speaking

2.1.1.1 **Fluency**.

It relates to people's ability to express themselves spontaneously and effortlessly in L2. As mentioned in their book, fluency is considered a skill to speak confidently with a constant speed, like native speakers. (Bailey & Nunan, 2005, p. 5). This assumption corroborates what Tavakoli and Hunter (2018) explain as a "narrow sense" of fluency related to the capacity to speak comfortably and without pauses. This sense only displays one speaking aspect and it is different from grammatical and syntactical features. Nunan (2015) affirms that "fluency is the extent to which the learner can speak at an acceptable speed with few false starts and hesitations" (p. 55). In addition, Fillmore et al. (2014) state four dimensions of fluency attached to individual abilities: making brief or prolonged pauses, producing sentences with meaning, contextual utterances, and being creative while using L2.

On the other hand, Segalowitz (2010) distinguishes three forms of fluency: cognitive, utterance, and perceived. The first relates to the learner's capacity to produce a speech efficiently. The second refers to the measurement of a discourse. The third form encompasses peoples' opinions about a piece of talk. These ways lead us to some stages an individual use

to create a speech. Authors such as Kormos (2014) explain details about Levelt's modular model of speech production that involves two major components: the semantic and the phonetic system. This model encompasses three forms of keeping knowledge: the mental lexicon, the syllabic, and the speakers' world knowledge.

Similarly, the author explains that Levelt proposes some processes to produce a speech. First, conceptualization is the message elaboration. The second is grammatical encoding in which the speaker retrieves a lexicon that derives a morph-phonetic encoding producing an articulatory phase. The last process is monitoring which helps individuals to comprehend their speech and others' utterances.

2.1.1.2 Vocabulary.

It is the set of words used to mention situations, objects, feelings, and other features of the human being. Some authors, such as Nation and Meara (2002), affirm that the concept of vocabulary depends on the motives to answer it. The first is related to how many words are in a written or oral utterance. The second is about the number of new words people use. The third concerns vocabulary learning. In the same way, they propose four ways in which vocabulary should be learned.

1. Meaning-focused input based on listening and reading activities (receptive skills)
2. Meaning-focused output grounded in speaking and writing (productive skills)
3. Deliberate learning. It means more goal-directed.
4. Developing fluency with vocabulary, but targeting the four skills.

Moreover, Celce-Murcia (2001) differentiates between two approaches to learning vocabulary, explicit and implicit. The first one is related to autonomous learning using

various resources such as images or previous vocabulary knowledge. The second occurs when reading a text or using the language for communication. In addition, Brown (2007) states that: "rather than viewing vocabulary items as a long and boring list of words to be defined and memorized, lexical items are seen in their central role in contextualized, meaningful language" (p. 377). In the same way, Brown (2007) sets some guidelines to teach vocabulary as follows: devote class time to vocabulary learning, provide a context to learn the lexicon, help students to use the dictionary effectively, encourage the use of vocabulary learning strategies in students, and profit from spontaneous talk to learn new words

2.2   Speaking assessment.

Assessment concerns the process in which teachers measure pupils' knowledge in a formative or summative way, and its objective is to improve their learning. For example, Nunan (2015) proposes some reasons for assessing.

1. Look for other alternatives to group students.

2. Tell students what they are doing or what could have been done better during the process.

3. Give them evidence of goals' achievement.

4. To encourage responsible learning

5. Systematized memories of their accomplishments

6. To supply them with information to keep track of progress.

Conversely, Harmer (2007) claims two procedures to assess. These are formative and summative. The formative assessment considers learners' progress in diagnostic, ongoing, and achievements. These provide them with aspects to enhance and reinforce. The summative evaluation indicates a test application to measure a piece of knowledge. The data

above confirms that formative assessment has advantages since teachers can give feedback during different learning stages.

Correspondingly, Luoma (2004) highlights the importance of applying effective feedback focusing more on weaknesses than strengths and combining them with good results to set new goals making it understandable for possible changes in strategies to evaluate performance. Rahmawati (2014) states that for assessing speaking, it is important to consider speaking features such as grammar, vocabulary, comprehension, fluency, pronunciation, and task. The first is about how students use grammar rules properly to avoid errors when speaking. Number two refers to what extent pupils use learned vocabulary, indicating their level of proficiency number three concerns functional language. Number four is about speaking without hesitation and confidence. Number five bears on pronunciation errors frequency and how they impact communication. The last aspect is how pupils finish the instruction while doing the speaking activity.

Alternatively, Bailey (2005) claims that speaking assessment has to be done under some procedures to corroborate the effectiveness of a test. These are validity, reliability, practicality, and washback. Validity is to be sure about the assessed construct. Reliability is related to the assessment's stability and coherence. Practicality refers to explicit and time-saving, and Washback regards the positive or negative impact on teachers and learners.

2.3   Teachers' Role in Speaking

Teachers have crucial participation in the learning process and considering this, they take a position in a classroom depending on their personality, beliefs, and professional education. Harmer (2007) differentiates five types of teachers. *Controllers* are those who are in charge of each aspect of the class. *Prompter* is a teacher who encourages students in a sympathetic

form when unsure what to do and how. The *participant* is a teacher who takes part in the activities. *Resource* teachers refer to the availability to help pupils. The last type is the *Tutor* teacher, a combination of the resource and prompter; this happens when learners need more preparation and academic advice.

Further, he points out that to achieve fluency in speaking activities; teachers should assume the prompter profile and support students when they struggle to convey a message. In addition, teachers may take participant roles and involve themselves in oral practices such as discussions or role plays. Finally, teachers should be feedback providers in a kindly way after the speaking activity (Harmer, 2007). According to Vilar (2000), teachers perform two roles in a classroom: managerial and functional. The first is what educators do to teach classes, and the second refers to creating a good classroom environment. Leu (2005) considers that Action research has a significant impact on teachers' practices since it allows reflection, Therefore, as a result, improvement, cooperative work among partners, and reinforce educational methodologies.

2.4 Speaking anxiety.

Regarding speaking, many aspects influence learners' Willingness to express themselves using L2 and set mental barriers that impede message transmission, deriving emotions such as nervousness, worry, or low self-esteem. In the words of Rajitha and Alamelu (2020), language anxiety is an individual concern when facing learning. Moreover, authors such as MacIntyre (2017) distinguish some effects of language anxiety on different domains such as academic (low grades and self-esteem), cognitive (low performance of nervous students), and social (communication decrease).

Nascante (2001) distinguishes between two types of anxiety: debilitating and facilitating. The first augments problems in learning and performing. The second may help students to take risks. She also explains Scovel's distinction between *trait and state anxiety.* Trait anxiety is constant and is part of a student's personality, and State anxiety occurs when learners feel bad because of a situation. (Nascante, 2001)

Moreover, Hu and Wang (2014) describe some signals to notice anxiety in students: *general avoidance* appears when students have low-class participation and lack of interest. *Physical actions* include sweating, nervously touching objects and hair, or twitching eyes. *Physical symptoms* reveal stomachaches, headaches, or muscle tension. Others are related to cultural aspects. For example, when people want to always be number one, or have a negative competitiveness attitude.

On the other hand, Burns and Joyce (1997, as cited in Nunan, 1999) state three possible causes of students' anxiety during speaking. These are *cultural, linguistic, and physiological/affective* features. Cultural reasons are associated with previous experiences concerning language learning. The second is about mother tongue interference, pronunciation, and grammar errors, and the affective causes include anxiety and its derived negative emotions, lack of motivation, and previous experiences. Horwitz et al. (2010) claim that there exist three types of anxiety: trait, situation-specific, and state. The first refers to someone's inclination to be nervous in any situation. The second is similar to the previous one. However, this takes place in a particular context, and the third is not stable and tends to increase or decrease during classes.

2.5   Affective Issues.

In his book, Brown (2007) defines affect as "emotion or feeling. He also describes some personality features that influence language learning. The first is *self-esteem*, a dominant aspect in the cognitive field since it permeates confidence. In the same way, he differentiates three types of self-esteem: global, situational, and task. Second, *attribution and self-efficacy*. Weiner (2000) claims that attribution theory refers to the reaction people have when facing errors or achievements. *Self-efficacy* concerns the belief in oneself to carry out a task. MacIntyre et al. (2001) define Willingness to communicate (WTC) as one's decision to communicate when it is the opportunity to take the initiative. The other characteristic is *inhibition* which refers to a second identity students develop when they encounter language learning, named by several authors as *language ego. Risk-taking* entails the possibility of using the language without thinking about errors.

Brown (2007) explains that this is closely connected to self-esteem because pupils with high self-confidence tend to be more audacious when trying L2. *Anxiety* also poses a personality feature that interferes with L2 learning and is associated with self-esteem and efficacy (explained in the section below). Besides, he declares that *empathy* also facilitates communication in L2 since it allows understanding of others' cognitive and emotional situations. *Extroversion* concerns the necessity of others to be sure and feel good. Finally, Brown explains *motivation* as an essential characteristic that plays a crucial role when learning English as a second or foreign language exposing theories behind this factor (behavioristic, cognitive, and constructive) and its types (integrative and instrumental).

Correspondingly, Krashen (1982) mentions the *Affective Filter Hypothesis* as a theory to explain why some learners exposed to comprehensible input acquire or do not an L2. He also affirms that most of the studies about affective variables fit into three categories: motivation, self-confidence, and anxiety.

2.6 Project-Based Learning

2.6.1 Definition

Giri (2016) defines PBL as an approach that maintains students' interest in creating and tasting their products fostering cooperation. Similarly, Nguyen (2011) states that:

> Project Based Learning is a dynamic approach to teaching in which students explore real-life problems, issues, and challenges, are inspired to obtain a deeper knowledge of the subjects they are studying and more likely to retain knowledge gained through this approach far more readily than through traditional textbook-centered learning.

The above aspect means students are the center of the process and develop essential abilities such as collaborative work, research, motivation, and self-confidence. Thomas (2000) proposes five bases of project-based learning. First, it aligns with the schools' curriculum. Second, it utilizes problem questions that lead students to learn a specific topic. Third, incorporate students in helping each other to consult the target topic. Fourth, projects are learner-centered, and fifth it considers life situations. In addition, Mergendoller and Thomas (2005) assert that "projects are complex tasks that involve students in design, problem-solving, decision-making, and investigative activities"; it means that this methodology encourages students to develop low and high-order thinking skills needed in everyday activities and relationships. Various authors consider PBL as an opportunity to foster collaborative skills or decide possible solutions based on a problematic situation.

(Harun, 2006; Kokotsaki et al., 2016) To further understand this approach, Stoller (2002) proposes ten steps to implement PBL:

Table 1. Stoller's steps to carry out a project.

Focus on the process and students' products.	Encourage teamwork.
Students must have a choice and voice during project design.	Demand for students' responsibility.
Need to be done over a long period.	Take time for teachers' intervention
Need to integrate skills.	Must have a tangible product
Teachers must support language and content learning.	Students conclude with a reflection on the project.

2.6.2 Elements of PBL (Gold Standard of PBL)

Larmer et al. (2015) assert that learners need well-organized tasks to develop skills such as collaborative work, critical thinking, and monitoring knowledge and behavior. PBL represents a vehicle to fulfill this purpose. Figure 1.1 enlightens the main components of the gold standard challenging question, sustained inquiry, authenticity, students' voice and choice, reflection, critique revision, and the final product.

Figure 1 Seven Essential Project Design Elements. PBL works.

Taken from https://www.pblworks.org/
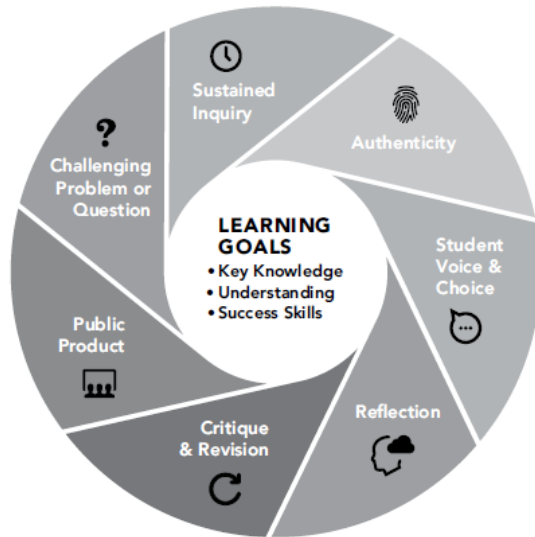
2.6.2.1 Challenging question.

(Buck Institute for Education [PBL works], 2023) Its webpage states that this standard is about exploring and solving a question. The challenging question should be engaging, meaningful, and the project's core. Larmer et al. (2015) propose three factors contributing to achieving the *"challenge level"* First, complications involve information and topics the students will learn. Second, some questions could be more problematic, and pupils need more orientation and scaffolding. Third refers to the high quantity of steps students follow to complete the task (p. 38).

2.6.2.2 Sustained Inquiry.

In the book Setting the Standard for Project-Based Learning, Larmer et al. (2015) affirm that the challenging question involves students in more profound research about what or how they solve the problem since they need to ask for information from experts.

2.6.2.3 Authenticity.

Concerns about a project's level of reality and its intention to increase motivation. Moreover, they state that a project is authentic in several ways. First, the context means what students do happens in actual circumstances. Second, the task includes representative resources. Third, the project must impact the world because, through their presentations, they plan to solve a situation and give alternatives to do something. The last aspect is *personal*, including beliefs, interests, and culture.

2.6.2.4 Student Voice and Choice.

This aspect encourages critical thinking and problem-solving because they decide on the process. Brophy (2013) declares that an effective approach to motivate students is Motivated-Literacy which is about providing students a combination of close tasks (teacher controls activities and students work individually) and open tasks (students get involved in the construction of their activities). He mentions some tasks teachers used and one of these includes activities in which learners work in teams to supervise, make decisions, and evaluate their work providing opportunities to become more responsible, learn from the decisions made, and keep track of their learning and performance during the process (Brophy, 2013, p. 236). Hence, this fact allows teachers to observe which students achieve goals but also pay close attention to those learners who do not accomplish the objectives.

2.6.2.5 Reflection.

In her study, Schmidt (2010) explains Dewey's philosophical perspective of learning in which an individual learns from the experience's reflection whose basis lay on two components: *interaction and continuity*. The first is about giving significance to people's relationship with the context, and the second refers to the connection between prior and new

experiences to build future ones, which means students need time to evaluate what and how they use resources, integrate new knowledge based on their contexts, and the constraints that may face in the project's process. This reflection provokes metacognition since learners are conscious in a critical way of their understanding.

2.6.2.6 *Critique and Revision*.

PBL Works (2023) affirms that pupils need to learn formative assessment through rubrics or checklists. In addition, teachers should teach how to do self and peer assessments that improve their abilities and the project's quality. It also highlights the importance of other people's participation in this process. Conversely, Larmer et al. (2015) explain that summative and formative assessment in PBL combines traditional and new ways of evaluating students (p. 44).

2.6.2.7 *Public Product*.

This standard motivates the students to do their best because they present their product in front of an audience that could be any school community member. Larmer et al. (2015) say that this makes the project more accurate and has a high level of involvement and commitment. Moreover, students feel proud because of their achievements.

2.7   Teachers' Role in Project-Based Learning

According to Harmer (2007), there exist five types of teachers. First, the controller gives instructions and explanations, and students participate less in class. Second, the prompter encourages students to accomplish the tasks' goals. Third, the participant is involved in classroom activities. Fourth, the resource can answer students' questions and clarify instructions. Fifth, the tutor combines the prompter and resource teacher, allowing for a closer relationship with the students.

Moreover, Leu (2005) recognizes action or participatory research as an essential tool to enhance reflective practices since this methodology implies examining their work. In addition, she says that teachers' motivation and practices combined with their abilities are crucial for quality, and it integrates some elements: alumnae knowledge, usage of different methodologies, comprehension of the school's curriculum, commitment, and teaching quality, communicate assertively, discipline, team-work ability, dedication, and establish good relationships with the school community.

Concerning PBL, Larmer et al. (2015) declare that "the role of the teacher in project-based learning has been described in various ways: a facilitator, a coach, a conductor; the guide on the side, not the sage on the stage" (p. 45) it means a teacher in PBL motivates and orientates learning. They also provide feedback for the students to improve projects suggesting possible resources and guidance. The authors present the cycle described in the following figure.

Figure 2. Seven Project-Based Teaching Practices. PBL works
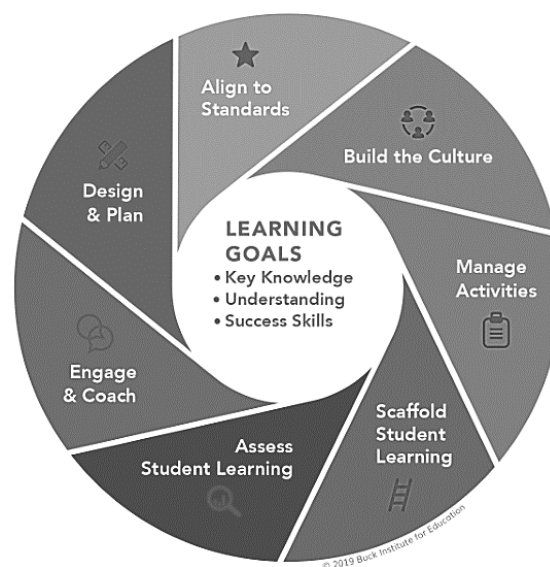
In the same way, Larmer et al. declare that projects should have a certain level of autonomy. However, they might have a period for teachers' intervention. Educators' experience with PBL determines the level of students' voice and choice in the project. Likewise, Teachers might guarantee a balance between summative and formative assessment since formative sees the learning goal progress, and the summative gives an opinion about what the students learn. Besides, projects should spur self-assessment for the students to reflect on their progress or goal accomplishment.

Another critical factor is encouraging peer assessment because, in this way, pupils share points of view about the other work. Similarly, Mergendoller et al. (2013) mention some characteristics that a PBL teacher should have in their explanation of project stages. First, they employ different techniques to obtain pupils' attention to the projects. Second, they help students to create a critical sense to evaluate their work. Third, a teacher should facilitate resource availability since the opposite situation slows down their learning process. Fourth, they provide the students with activities that allow them to develop management skills.

2.8 Learners' Role

As claimed by Davkota et al. (2017) standard teaching practices are not enough for students nowadays, considering that teenagers have more access to information and establish relationships with people around the globe. Harun (2006) gives some reasons why PBL is essential; in this section, he highlights the role of the students.

a. The students take responsibility for their work. It means they become more committed to their duties.

b. Students participate actively, demonstrating their abilities.

c. Pupils are involved in their learning and have contact with technology.

d. PBL addresses students' learning styles.

Similarly, Korkmaz and Kaptan (2000, as cited in Bas, 2008) state the students' role in the evaluation of PBL in six steps as mentioned below:

Table 2. Korkmaz and Kaptan Students' Role in Project-Based Learning

STEP	STUDENTS' ROLE
1. Setting topics, subtopics, and groups.	Brainstorm questions categorize the problems and establish their group work.
2. Creation of projects	Distribute participants' roles and functions.
3. Project application	They select, analyze, and summarize the topic's information.
4. Establish a plan for the presentation	Plan the main aspects of the project and look for the resources.
5. Presentation realization	They display their projects then they give and receive feedback from their partners.
6. Evaluation	Reflect as a group about what they learned

2.9 21st-Century Skills.

Project-Based learning requires the students to enhance some skills that help them learn a topic for life. The 21st-century skills movement encompasses these abilities development. In the words of Ledwark and Hirata (2011), 21st-century skills are a blend of content knowledge, specific skills, expertise, and literacies necessary to succeed in work and

life" Likewise, Fandiño (2013) explains a framework proposed by the North Central Regional Educational Laboratory and the Mitiri group, which identifies four elements in the digital *age, literacy, inventive thinking, effective communication, and high productivity.* The first concerns the ICT tools to produce and make judgments about information. The second is using ICT devices under challenging situations and visualizing possible consequences. The third refers to effective oral or written communication using different technologies. The fourth involves producing quality products through the appropriate use of tools.

Ultimately, Fandiño (2013) asserts that 21st-century skills frameworks have common points, such as having skills for life and being a citizen. In the same way, Piguave et al. (2020) state that ICT forces teachers to change their teaching methodologies and enhance their abilities in this field. Besides, they remark that teachers' achievement relates to the student's personality.

On the other hand, Trilling and Fadel (2009) affirm that the success of PBL entails five features: the first is that project results are related to the curriculum and learning objectives. Second, challenging questions allow students to learn the main topic of a subject. Third, research that students do allows knowledge building. Fourth, learners are more involved in their learning. Fifth, topics' projects take into account daily life, and this causes pupils' interest. In addition, Luna Scott (2015) expresses that "research on project-based and problem-based learning has found that learner gains in factual learning are equal to or better than gains achieved employing more traditional classroom instruction."

2.10 Language Learning Strategies

Learning strategies are beneficial to mental processes in which students acquire, keep, and use information in different contexts. Before talking about them, it is necessary to define

a strategy. Brown (2007) asserts that a learning strategy is an action performed by a person to understand, keep, and recover information. Nevertheless, some people have information but need to remember it rapidly. Others could be practical, but their learning is slow. Teachers must know how to make students retain data and then use it. Hardan (2013) asserts that "every learning process requires a manner or a strategy to be adapted to achieve the main purpose of learning. Among the important things in the process of learning are "what" to use for learning and "how" to use it. In other words, individuals have different ways and actions of learning something. However, it is essential to distinguish the topic or concept and the means to achieve knowledge about them.

2.10.1 Learning Strategies Oxford Taxonomy

This language taxonomy refers to several learners' and teachers' factors regarding their roles, goals, and other features. According to Oxford (1990), learning strategies are "actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (p. 8); this means learning strategies are flexible, adjust students' characteristics, facilitate knowledge, and they use it with any topic. The following figure shows the aforementioned characteristics and others regarding their properties and applicability.

Table 3. Learning Strategies Oxford (1990)

Language Learning Strategies
• Contribute to the main goal, communicative competence.   • Allow learners to become more self-directed.   • Expand the role of teachers.   • Are problem-oriented.   • Does the learner take specific actions?   • Involve many aspects of the learner, not just the cognitive.   • Support learning both directly and indirectly.   • They are only sometimes observable.   • Are often conscious.   • They are teachable.

Oxford (1990) classifies these strategies into direct and indirect. She states that "all direct strategies require mental processing of the language" (p. 37). It means that these strategies are related to what humans do by nature. For instance, memory, thinking, remembering, or perception. These classify into memory, cognitive, and compensation. Indirect strategies refer to supporting and controlling language learning without involving the target language. They are metacognitive, affective, and social strategies. The following chart shows this taxonomy classification.

Table 4. Oxford (1990) Classification of Learning Strategies.

LEARNING STRATEGIES	
DIRECT STRATEGIES	1. Memory strategies 2. Cognitive Strategies 3. Compensation strategies

INDIRECT STRATEGIES	**1.** Metacognitive strategies **2.** Affective Strategies **3.** Social Strategies.

2.10.1.1   *Applying Images and Sound (Using Imagery)*

This strategy consists of using images or sounds to remember information. Oxford (1990) explains that images serve to represent a word or concept and remember them easily. Likewise, this strategy is effective when teaching abstract concepts since they could be related to concrete things and primarily used in listening and reading tasks.

2.10.1.2   *Semantic Mapping*

In her book *What Every Teacher Should Know,* Rebecca Oxford (1990) explains that semantic mapping involves organizing words or concepts and is associated with lines or arrows demonstrating relationships among them. Moreover, it involves memory strategies such as imagery or associating/elaborating. Mapping also helps students to remember and learn vocabulary, and it may be an effective way to take notes on a topic.

2.10.1.3   **Creating Structure for Input and Output (Summarizing)**

This strategy entails reducing information contained in a long extract, which is practical for learning vocabulary. This strategy implies a higher cognitive process. However, several ways exist to teach students how to summarize information in a text. For example, highlighting words or phrases. Nurhayati and Fitriana (2018) point out that summarizing helps learners to extract and better remember important ideas, details, words, and phrases. It can be said that despite being a strategy that is more helpful in reading ability, it serves to retain essential details from a text and increase vocabulary.

2.10.1.4   Arranging and planning your learning (Planning for a language task/ Identifying the purpose of a language task)

Learners need to be conscious of their processes to learn and reflect on how to do it, and metacognition guides them to comprehend better their feelings and these procedures. For this reason, it is necessary to train students in metacognitive skills. Oxford notes that pupils need to identify if the task involves writing, listening, speaking, or reading because when they know the activity's goal, they focus on it and go rightly.

On the other hand, the learning strategy *planning for a language task* allows the students to set the resources to evaluate where the task comes from, its objective, the activity's conditions, and the resources.

2.10.1.5   Lowering your anxiety (Using progressive relaxation, deep breathing, or meditation)

Oxford (1990) points out that involving muscles from the upper and lower limbs is vital for this relaxing strategy. Another way to relax is to meditate on a sound or image. She highlights that the progressive practice of these exercises is beneficial for learners to achieve a learning goal. To support the effectiveness of these practices O'Hair et al. (2010) in their book: *A Pocket Guide to Public Speaking* propose some steps to control anxiety during speaking tasks related below:

Prepare and Practice*:* This refers to practicing a speech or talk to be confident.

Modify thoughts and Attitudes**:** It consists of changing negative feelings and thoughts into positive ones, identifying the pros and cons, and how they serve personal growth.

Visualize success. This practice is about imagining positive actions and emotions in the presentation moment.

Briefly Meditate. Before doing presentations, sit in a quiet place, relax your muscles, stretch, and choose a positive quote by breathing slowly.

Use stress control breathing. The authors propose two stages: inhale and exhale, and do the same thing as the previous stage, but say the words "calm" and "relax."

Use movement to minimize anxiety. It concerns practicing natural movements to low anxiety.

Learn from feedback. Take advantage of self and peer evaluation to notice aspects to improve.

2.10.1.6 *Switching to the mother tongue.*

Some strategies allow L1 use, representing a possibility to learn without translating. Oxford explains that this strategy also is about adding L2 endings to words from the TL, and this is what some authors call "code-switching." Macaro (2005) notes that code-switching can benefit students since it lowers their attention to a communication failure. They concentrate on the meaning of other inputs, allowing them to store unfamiliar equivalents.

2.10.1.7 *Getting Help (Using Mime or Gesture)*

According to Oxford, learners use the strategy of "*getting help*" when they want to know a missing word or phrase. For example, they use the question How do you say caballo in English? Using mime or gesture is using physical movements to transmit a message or indicate a word's meaning in L2.

2.11   Related Studies

This section displays seven studies about the impact of PBL on speaking skills. It comprises National, Latin American, and international research to validate PBL, the advantages of implementing Rebecca Oxford's learning strategies taxonomy in an EFL class, and alignment with current language learning features regarding teachers and students.

In this action research, Torres and Gómez (2017) examined how 30 ninth graders from a public school in Colombia enhanced their speaking skills through Project-Based learning. This study aimed to generate collaboration, helping each other, being responsible, and working at their pace. The instruments used for collecting data were field notes, transcripts of learners' oral performance, and an interview. The information was analyzed using the grounded approach to discover some patterns in the collected information. Findings revealed an increase in oral production since learners needed target vocabulary to communicate their ideas, speaking fear overcoming through PBL work, and this approach also augmented interest to express issues about their communities.

Additionally, Riswandi (2018) analyzed two aspects of PBL implementation. First, its effect on ninth graders' speaking skills from Surakarta, Indonesia, and second, the teaching and learning process. The research method (Action Research) was in two cycles. The researcher employed an observation checklist, field notes, a performance test, a questionnaire, and an interview to obtain information. Triangulation was used to validate data. The results were shown in each cycle. Cycle one displayed an increase in students' motivation and speaking skills. However, some students were still reluctant to speak. Cycle two revealed that most of the students participated actively during the project. In this cycle, the students presented a video in which they got high scores demonstrating advancement in

their speaking abilities. This study also noted progress in linguistic features such as pronunciation, grammar, fluency, comprehension, and vocabulary.

The study conducted by Dewi (2016) aimed to describe the applicability of Project-Based Learning in a classroom. The author based the research on observations and teaching experiences in which she realized four aspects. First, students need more time to practice speaking. Second, they need more vocabulary. Third, there needed to be more interest because of the teachers' methodology, and the fourth contents were not from real life. Based on this data and students' achievements in English proficiency (year XI, AK1 of SMKN 1 Banda Aceh), to verify these observations, the researcher applied Action Research in two cycles in a speaking class along with some instruments such as researchers' and learners' observation sheets, tests, and student questionnaire sheets. Findings pointed out that students increased their participation. They also improved their speaking skills after comparing the pre-test and post-test results. Students agreed with the PBL's usefulness.

Concerning Oxford's learning strategies, Alhaysony (2017) reported the research results of Learning Strategies usage in Saudi EFL 134 (66 men and 68 women) students from Aljouf University. This study aimed to understand the relationship between three aspects of LLS (Language Learning Strategies, gender, and the duration of English language study). The researcher administered a questionnaire considering the categories: cognitive, metacognitive, memory, affective, compensation, and social strategies. Findings disclosed that metacognitive, compensation, and cognitive strategies were mainly used, and memory and affective were less utilized. Moreover, results showed that women used more LLS than men. Finally, the duration of the English study was similar regarding the LLS use. The author

evidenced some limitations in the study, implications, and recommendations for further research.

A Colombian study confirmed the positive impact of metacognitive strategies to elevate EFL awareness of stress and intonation. This action research was conducted by Peñuela (2018) in which she examined the effect of three metacognitive strategies: overviewing, goal setting, and self-evaluation. The participants were ten adult students from a private language center in Bogota. These learners presented a lack of awareness of using suprasegments (stress and intonation) to communicate in an oral interview. The research process was implemented in three cycles and used learning logs, recorded artifacts, and field notes to collect data. For the analysis, the author triangulated the information. Finally, the results demonstrated awareness raised through a triadic process, including fostering the understanding of suprasegmental features, promoting metacognition to increase self-regulation, and provoking self-awareness. She also highlighted the importance of reconsidering the pronunciation teaching process considering the Colombian context.

In the same way, Gonzalez et al. (2018) demonstrated the impact of cognitive strategies through a mixed study to develop the listening ability in EFL. The population was students in the first year of a university's Bachelor's Degree program in Foreign Languages. The research study employed, at first instance, a diagnostic test. Qualitative and quantitative instruments include The Strategy Inventory Language Learning in version 7.0, focus groups, diaries, and rubrics. Findings displayed that learners develop their listening ability due to a more regulated and supervised use of cognitive strategies.

Ultimately, qualitative research conducted by De Araúz (2009) validated Oxford's language learning characteristics mentioned in Figure 1.3; in her study, 30 first-year students

from the B.A. program in English participated. The researcher utilized questionnaires, interviews, in-class observations, reflective portfolios, and students' diaries concerning listening, writing, speaking, and reading skills to gather information. One of the questionnaires was Rebecca Oxford's Strategy-learning Inventory, translated into Spanish. The author used Oxford's taxonomy with a learning styles questionnaire to reinforce the research. Results showed that most learners used each strategy and had more confidence. Additionally, this research proved that learning strategies are teachable since ten students with difficulties in the four skills joined a three-month strategy training program. One last result was that students were more interested in using the strategies.

The studies above revealed that PBL has become a valuable tool in language teaching since it allows comprehensive cognitive and social skills development. Besides, the provided literature also highlights that PBL methodology is aligned with 21st-century skills that prepare learners for life. The following section explained the language learning strategies based on Oxford's taxonomy for this research purpose. The last section demonstrated the positive effect of PBL and LLS on students' performance in the different abilities.

3   Research Methodology

The section below describes how was implemented the research methodology based on the context and the object of study. It consists of three stages: diagnostic, action, and evaluation. Besides, this chapter explains each stage's data collection instruments and analysis.

3.1   Type of Study

Considering that this study intends to examine the effect of learning strategies under the PBL approach on learners speaking skills, a qualitative approach as Action Research was appropriate to comprehend learners' low performance in oral tasks and possible causes of anxiety during these kinds of activities and compile data of pupils' experiences and opinions about the proposed methodologies to tackle their language deficiencies as Creswell (2009) affirms qualitative research sifts through human individual or group situations. It is the case of Action research that involves the participants' setting employment of different instruments to collect information and reflection on this data. Burns (2001) argues that the core of AR is real and functional facts that awake an immediate interest. In the same way, various authors proposed models to carry out AR in a classroom.

For example, Mertler (2009), in his book: Action Research Teachers as Researcher in the Classroom, exposes various models of Action Research (Bachman, 2001; Stringer, 2007) in which they agree this methodology is a cyclical process that entails some steps such as planning, acting, gathering information, and reflecting. Following these steps, Burns (2001) displays Kemmis and McTaggart's model as shown in the figure.
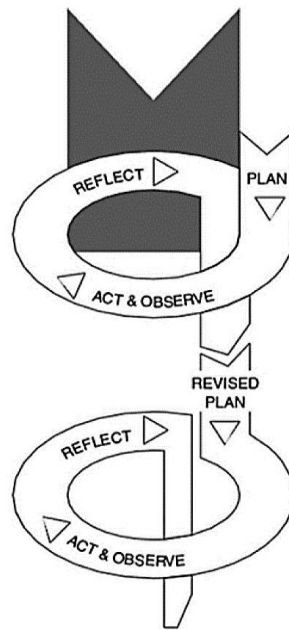
Figure 3. *Kemmis and McTaggart (1988)*

Finally, the author proposes a new Action Research perspective regarding participation and collaboration since this kind of investigation should work with school and university teachers and researchers with each community member. This view brings lots of benefits to schools because it represents changes in the curriculum and teachers' practices in the classroom due to its reflective nature.

3.2   Participants

The participants selected to carry out this research were twenty-five students of a public school in Cartagena. There were eight girls and 17 boys in seventh grade. Their ages ranged between twelve and fifteen. The teacher-researcher chose this group by convenience sampling (Mackey & Gass, 2005). Most come from a low social stratum and live in complex settings with several social issues, such as drug addiction and robbery.

Nevertheless, they were respectful, responsible and enjoyed being at the school. Their interests were cultural aspects, technology, and sports. Some of them had disruptive behavior, which made the teacher researcher intervene in some situations during classes. Concerning their English level, they needed more contact with the language despite living in a tourist city. Moreover, they did not study the language in primary or preschool. So they needed a higher level of writing, listening, reading, and speaking skills. They knew some words and expressions but needed more for their grade. Likewise, the most prominent deficiency was in their speaking ability considering their deficient connection with the language.

3.3   Data Collection Instruments:

Based on Maxwell (2012), the advantage of qualitative studies resides in the attention to world phenomena and people's experiences. Besides, it prioritizes the description of these situations. It signifies that the instruments to collect information facilitate the narrative of facts, attitudes, or other elements that could give the researcher pieces of evidence to deduce, for example, the existence of a situation affecting a person's behavior. Considering these features to gather the data during the diagnostic stage, the teacher researcher used a student survey, a teacher interview, a teacher's journal, and a pre-test. These instruments were practical since they confirm learners' deficiencies when using oral skills to communicate effectively.

Furthermore, two instruments were maintained during the action stage: the student survey and the teacher's journal. Implementing a non-participant observation checklist and transcripts of pupils' presentations was necessary. In addition, a rubric to assess pupils' proficiency regarding message clarity, fluency, and vocabulary was used. The journal describes students' progress, participation, and insights from different aspects of the class.

The non-participant observation checklist provided a different point of view about the pupils' and teachers' roles. Moreover, the students' survey evidenced their beliefs about different aspects of the projects, such as teamwork and speaking skills. The analysis of these instruments was further examined through the process of triangulation (Freeman, 1998)

3.3.1 Surveys:

Surveys collect information about aptitudes, behaviors, beliefs, or feelings about a fact. This assumption aligns with Brown (1997), who affirms that surveys are methods to obtain information about specific participants' attitudes and opinions about language learning. In the same way, Brown (2001) explains that when conducting survey research, the objective is to examine attitudes or behaviors. To accomplish this goal Dörnyei (2003 as cited by Young, 2015) lists some types of questions when applying questionnaires: Likert scales, semantic differential scales, numerical rating scales, true-false, multiple choice, and rank order questions. Questionnaires comprise several advantages.

For example, Dörnyei and Dewaele (2022) affirm they are efficient since they reduce the researcher's time, work, and resources in terms of money. For this research, two surveys were designed, one for the diagnostic stage to identify students' beliefs about written, oral, reading, or listening activities, English class, and proficiency in oral tasks. The second survey was implemented during the Action Stage to gather data about the language learning effectiveness used in each project, teamwork, speaking skill, project work, and affective issues.

3.3.2 Observations

According to Creswell (2009), observations are descriptions of peoples' actions or manners in logbooks as documents such as diaries or journals. This monitoring is done in

different forms: First, the observer hides his role and has an exclusive relationship with participants. Second, the observer's role is notorious, and the researcher notes down data exactly. Third, the participant role is primary, and its advantage is that atypical situations are evident. Fourth, the researcher is a non-participant observer, and it is relevant to record difficult situations. Creswell also highlights some advantages of using journals or other public or private documents in this chapter. For instance, he says these papers allow the researcher to capture participants' words and a low-profile data origin.

Carrying out observation may benefit the researcher since they offer details about participants' settings through a conscious process to understand their behavior better (Cowie, 2009). The researcher used a non-participant observation checklist for this study since it gives one a different perspective of the event. In addition, Cohen et al. (2017) affirm that this instrument can provide authentic information, constituting a crucial feature in conducting research (p. 542). Among the instruments used for this kind of observation, they distinguish transcriptions, working from video or audio recordings. The third instrument allows the researcher to go deeper into the examination exercise. Transcriptions and video recordings enriched the investigation's validity since participants shared their experiences.

3.3.3   Journals/Diaries

Based on McDonough and McDonough (2014), a diary is a narration about one's experiences in which an individual reacts by doing a reflection on the situation. Correspondingly, they assert that diaries not only picture a situation but also register them in a written way, considering that this process allows one to organize, express, and react clearly to each circumstance. For this research's purpose, the teacher researcher utilized the journal

during the diagnostic and action stage to gather data about students' emotions, language perceptions, speaking skills, teamwork, learning strategies, and project work effectiveness.

3.3.4   Interviews

Interviews allow close contact and have more honest and profound answers from the interviewee. Besides, they are more malleable than other procedures since the interviewer uses different ways to conduct them. For example, they are written or oral (Cohen et al., 2017, p. 506). In the same way, they explain several uses of this procedure in second-language research. For example, information about pupils' motivation and attitudes, as tests to know their proficiency or to notice their learning strategies. This last fact is supported by (Macaro, 2001), who claims that "interviewing language learners about the way they use strategies can be very productive and an excellent way of complimenting a questionnaire." It means that interviews offer more complete data about the phenomenon.

For this investigation, the teacher researcher interviewed the former teacher during the diagnostic stage to gather information about students' proficiency in the previous course, emotions when carrying out an oral activity, perceptions about the learners concerning their language abilities, and behavior.

4   Research stages

The study covered three stages. The first was the diagnostic stage, in which the researcher employed four instruments to detect difficulties related to learners' low speaking levels. This stage was implemented during the last year of the COVID-19 pandemic, and some participants answered the instruments in face-to-face classes, others in virtual. The second stage was the action stage, in which the investigator administered six workshops under the methodology based on projects. Finally, the evaluation stage was to evaluate the intervention and some recommendations and pedagogical implications.

4.1   Diagnostic Stage

To identify the problem was necessary to administer four instruments that can provide a deep understanding of the possible causes surrounding seventh graders' difficulties concerning language abilities, especially speaking. The interview examined pupils' attitudes, feelings towards the language, straightness, and weaknesses. After this, a journal was an observation tool in which the researcher had the opportunity to collect information about different aspects related to students' attitudes to English, abilities, confidence, and behavior.

Then, a survey was applied to the students to validate the data collected in the journal. The survey had Likert scales, multiple choice, semantic scales, numerical scales, and open-ended questions related to speaking skills, feelings while doing oral tasks, methodology to learn English, and attitudes towards English lessons. Ultimately, a diagnostic test was applied regarding the four skills of listening, writing, reading, and speaking, in which oral proficiency was the weakest skill in the participants. Each instrument was coded and triangulated to find concurrences. The following tables illustrate the emerging categories from data during this stage.

Table 5. Diagnostic Stage codes

Code/Category	Operationalization	DATA COLLECTION INSTRUMENTS				Total	Percentage(%)
		JOURNAL	TEACHER'S INTERVIEW	SS. PRE-TEST	SURVEY		
S.s Lack of understanding	Code aims to describe when the students do not know what the teacher says when speaking in English.	19	0	0	3	22	5,0%
Ss. L1 use	This code explains the students' use of their mother tongue to communicate in the classroom.	29	0	0	0	29	6,6%
Speaking difficulties in L2	Codes describe when a student cannot communicate in the target language.	0	1	13	58	72	16,3%
Collaborative Work	Code explains the students' preference to work in groups or pairs.	0	0	0	20	20	4,5%
Willingness to learn L2	This code expresses students' interest and likes toward L2.	0	0	0	49	49	11,1%
Ss. low participation in class	Code describes students' inability to express their opinions in class using L2.	17	0	0	6	23	5,2%
Teacher's instruction techniques	Code describes the teacher's techniques to make students understand an explanation, activity, or instruction repetition.	28	0	0	0	28	6,3%
Ss. participation in L1/L2	This code expresses the time students answer L1 or L2.	11	0	0	0	11	2,5%
Ss. High Affective filter	Codes express students' negative feelings when listening to topics' explanations or doing oral tasks.	0	0	0	38	38	8,6%
TOTALS		**145**	**3**	**58**	**236**	**442**	**100,0%**

Figure 4. Triangulation graph Diagnostic Stage
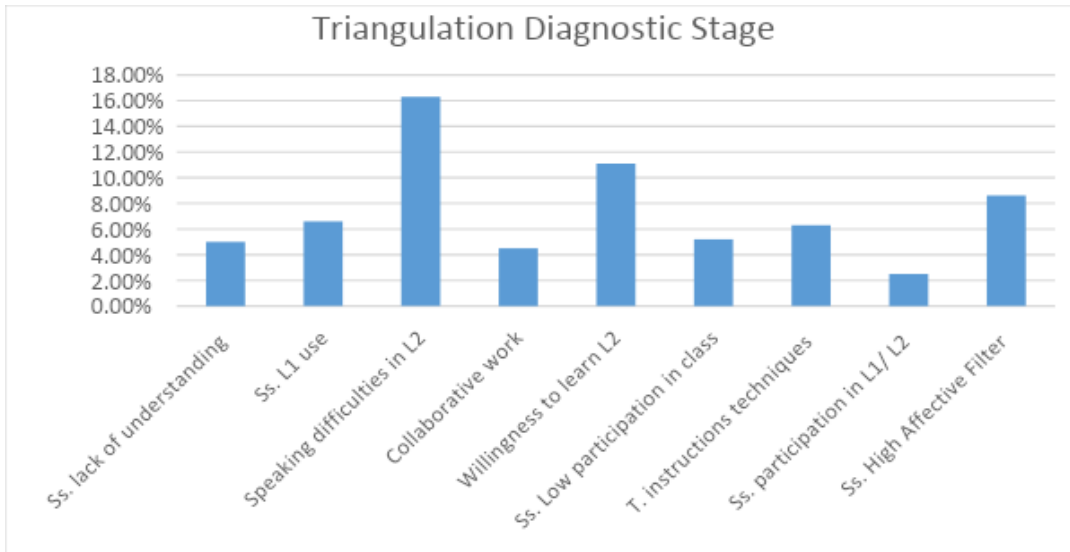
Figure 5. Pre-test Results in the four skills
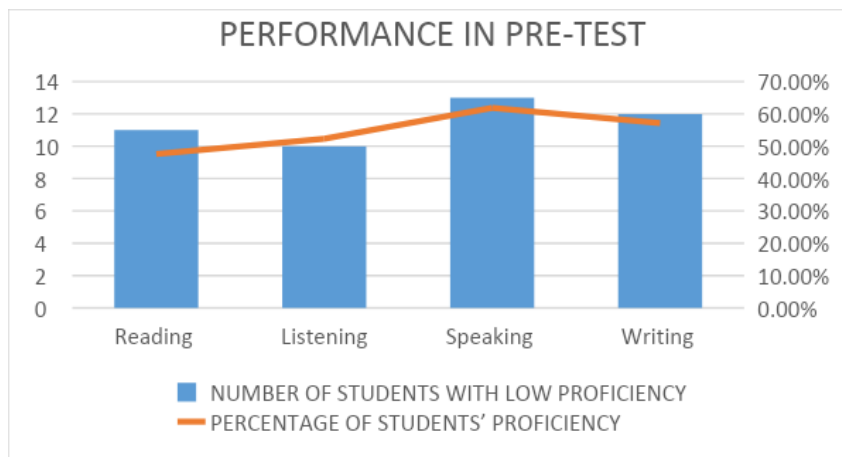
Figure 6. Pre-test results in speaking ability

PRE-TEST RESULTS

A bar chart titled "PRE-TEST RESULTS" showing the number of Students (y-axis, 0 to 20) by Levels per criteria (x-axis).

- MESSAGE CLARITY: LOW 18, INTER 2, HIGH 1
- FLUENCY: LOW 17, INTER 3, HIGH 1
- VOCABULARY: LOW 18, INTER 1, HIGH 2
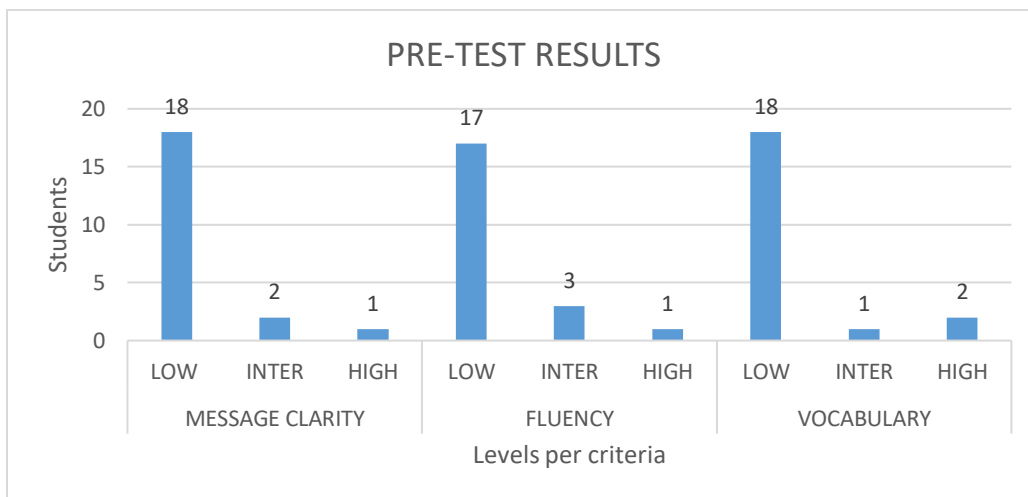
4.1.1 Analysis of the Diagnostic Stage.

After analyzing data through four different instruments (the teacher's interview, pre-test, survey, and teacher's journal), some procedures were conducted according to the theory of "Triangulation" proposed by Freeman (1998). This process gives stability and confidence in interpreting data and, thus, in what the researcher finds. In addition, it allows the researcher to understand the information in depth and trustworthiness in terms of the analysis and interpretation of data regarding the procedures to analyze data the researcher considered.

The survey was administered to 21 students, 13 in place classes and 8 in a virtual room employing a Google form questionnaire to collect the students' answers. After applying this survey, the students demonstrated difficulties speaking about themselves or a familiar topic. The code "*Speaking Difficulties*" was found in this instrument with a recurrence frequency of 58, showing that students do not have enough vocabulary to talk fluently about an exciting topic, the class, or daily life situations.

For example, 21 learners (this represents 100% of the survey respondents) expressed that speaking about personal issues is complex, and 15 students affirmed that it is challenging to do oral presentations. Likewise, the code *"High Affective Filter"* evidenced affective issues when they described being uncomfortable, frustrated, confused, or lost while listening to the teacher's explanation or answering a question. For instance, one student answered *"me siento distraída porque a veces me pierdo mucho en las palabras que no sé qué se significan y me pierden mucho."* Another student said *"un poco rara ya que se me dificulta aprenderlo, la inseguridad ya que se me dificulta un poquito el inglés."* The Multiple-choice questions evidenced that learners felt ashamed when reading aloud and doing oral activities such as dialogues or presentations.

On the contrary, there was a positive code related to the student's attitude toward learning and using English as a vehicle to communicate. *"Willingness to learn L2"* with a recurrence frequency of 49 in the multiple-choice questions, open-ended, and semantic differential scale, the students displayed an interest in participating in oral activities because they recognized the importance of presenting those activities in front of their partners. Another code, *"Collaborative work,"* revealed the students' preference to work in groups during English classes, being this a crucial aspect to developing oral activities and feeling more confident. Twenty students answered the multiple-choice questions about their preference to work in pairs or groups.

A pre-test was also applied to 16 students from 21 of the first sample to gather information. This paper consisted of activities regarding the four skills: speaking, writing, reading, and listening. The most prominent difficulty was in the speaking section since 13 students did not carry out the activity and did just the written part. The activity was giving

personal information using some target expressions. For example, *my name is, or I live in*; during virtual classes, the students were reluctant to participate. Three of them did the speaking part while the others stayed in silence. The teacher asked several times for students' participation. However, most of them did not say anything. Moreover, the pre-test demonstrated difficulties in reading, writing, and listening skills since the students demonstrated low comprehension when answering questions about the text, an inability to describe a family member's physical appearance or personality, and a lack of understanding of audio resources.

On the other hand, an interview was administered to the previous teacher in grade 6th. This instrument gathered information concerning students' behavior in class, their performance when doing oral activities, and their strongest or weakest ability. Data was insufficient because of some restrictions the teacher had due to the COVID-19 pandemic. For instance, classes were asynchronous on WhatsApp, and there was no interaction with the students. For this reason, the codes had low frequencies. The code *"difficulties in getting to know the students"* and *"connectivity difficulties"* revealed the students' lack of internet connection and devices to communicate with the teacher. This instrument evidenced affective factors among learners, the code *"embarrassment to speak"* showed students' low participation in audio-oral activities.

Finally, a journal describes events during classes, students' behavior, performance, participation, and other aspects related to learners or the class's development. In this sense, some positive and negative categories emerged from the collected data. The category *students' lack of understanding of L2* demonstrated learners' difficulties when the teacher used English to explain or instruct. E.g., "*the students asked in Spanish, seño ¿Qué*

vamos a hacer? The teachers answered that we were going to study a new topic. The students laughed." These actions may be a misunderstanding since they said, *"Se escucha raro."* Likewise, the code *"students' low participation in class"* revealed the students' impossibility to answer in English for answering the activity or to say something related to the class. "Teacher instruction techniques" displayed the teacher's need to use a technique to make learners understand the activity; for example, mimicry, translation, writing on the board, or repeating the instruction because of the internet connection.

The results from the diagnostic stage render a deeper understanding of the participants' difficulties and needs concerning English learning. This process also provides insights into their need for fluency, vocabulary, and inconveniences in conveying a message. Journals evidence their need for L2 understanding and the necessity of a methodology in which students have a more active role in gaining language abilities to communicate in L2. Besides, these instruments provide insights into learners' need for strategies to develop communication, metacognitive, affective, cognitive, and social skills. These determine the learning strategies used in the six Workshops applied in the action stage.

Furthermore, the survey reveals a pervasive lack of confidence and a reluctance to engage in class activities, attributable to deficiencies in the core language skills: writing, listening, reading, and speaking—with speaking being the most notably deficient. Despite these shortcomings, the instrument highlights a predilection for group work, which informed the decision to incorporate a methodology fostering teamwork in the action stage. The teacher's survey and the preliminary test substantiate the previously noted issues related to feelings of embarrassment and inadequate oral abilities. Figure 6 provides a visual representation of the participants' oral proficiency based on the pre-test results. In this

assessment, approximately 18 learners exhibited a low level of performance across the three criteria defined in the speaking skill rubric.

Finally, the analysis conducted during the diagnostic stage informed the selection of the Project-Based Learning (PBL) methodology for the six workshops, as well as the associated learning strategies. This decision was made considering the learners' needs, their educational context, and the school's pedagogical model. To ensure alignment with this approach and to accommodate the participants' preference for group work, the teacher-researcher carefully selected workshop topics that resonated with these factors.

4.2   Instructional design

Taking into consideration the collected data during the diagnostic stage, which revealed speaking difficulties derived from anxiety, unfamiliarity with the language, and lack of fluency and vocabulary, six workshops with a series of activities based on social, environmental, and cultural aspects of Cartagena city were implemented. Those workshops aimed to enhance learners' speaking ability in terms of fluency and vocabulary learning under the Project-Based learning approach and foster 21st-century skills. Moreover, each project attempted to analyze the impact of language-learning strategies based on Rebecca Oxford's taxonomy addressing anxiety management, information retention, and learning reflection.

Workshop design considered the Elements of Gold Standards of PBL (challenging problem or question, sustained inquiry, authenticity, reflection, students' voice and choice, critique revision, and public product) that not only help students to learn about a topic or the language but also to express their opinions, ideas, and other aspects related to individual and group issues. Additionally, each project contained images and videos to contextualize students in the workshop's topic and some target expressions to facilitate language use.

4.3   Action stage

This section involves the six workshops created following the Gold Standards of PBL guidelines. These workshops included objectives based on grammar topics, target vocabulary, the project's theme, and learning strategy; the issues were related to different aspects of Cartagena city. Additionally, projects had audio-visual support, such as images or videos. Activities during the sustained inquiry and authenticity stages in which students familiarize themselves with the learning strategy, vocabulary, or the project's core by doing speaking or writing activities. Regarding time, learners developed each workshop in two weeks. The following stages included self and peer assessment activities, giving opinions, evaluating, and making decisions about the project's resources to present the final product.

Table 6. Workshops' description

Workshop's Name	What was the project about?	Learning strategy	Project's focus
Workshop 1: A Visit to the Aviary.	Participants displayed an interview between native people and tourists talking about bird species and different activities in the National Aviary on Barú Island.	Applying images and sounds	Vocabulary recognition through images.
Workshop 2: Protecting our Mangroves.	Learners centered on describing actions to preserve Mangroves and mentioning bird species that live in these ecosystems by role-playing a situation in which they showed the summarized information and actions	Creating a structure for input and output (Summarizing and Mind mapping)	Vocabulary knowledge, developing thinking skills, a self-assessment checklist

	organized in a mind map.		
Workshop 3: Knowing Cartagena Islands.	Pupils prepared a presentation about tourist attractions and activities tourists may do in the Cartagena Islands. They planned their task based on information gathered from some web pages to submit a brochure.	Planning for a language task (identifying the purpose of a language task)	Encourage speaking, creativity, peer feedback, and having roles in teamwork.
Workshop 4: Embellishing our city.	Students learned several strategies to control nervousness by presenting news to other partners about causes and possible actions to embellish deteriorated places in their communities.	Lowering your anxiety (meditation, relaxation, and deep breathing)	Confidence and self-esteem.
Workshop 5: Giving a good impression.	Participants represented a tourist tour by reflecting on positive attitudes to impress tourist people and created a podcast interviewing a tourist.	Switching to Mother tongue	Increase students' confidence. Self-assessment questionnaire and develop Language learner and teacher profile
Workshop 6: My neighborhood, my customs.	Learners performed a dialogue with community members about their neighborhood's cultural aspects and displayed the information in a brochure or public announcement.	Getting help (using mimics or gestures)	Teacher's feedback to the students and vocabulary knowledge.

4.4 Evaluation Stage

4.4.1 Data analysis

Seliger and Shohamy (2003) assert that qualitative analysis implies identifying common issues in data. This assumption is what Saldaña (2016) defines as a code that could be a word or phrase that represents the nature of a piece of information. Therefore, the researcher used a coding process to analyze the information gathered from the diagnostics and action stages instruments and identify standard features entailing some codes filtered into final categories. Subsequently, instruments were triangulated with a description (operationalization) and percentages. These instruments included the non-participant observation checklist, journal, transcripts, and student survey. The first three were coded in a Word document then these codes were refined in an Excel document with their frequencies. The last instrument was coded manually and written in an Excel document with the number of occurrences. Table 2 displays categories from the analysis.

Table 7. Codes emerged during the evaluation stage

Categories	Operationalization
High performance in project	it explains when students demonstrate in their performance social or cognitive skills such as creativity, teamwork, and others derived from project work when carrying out the project.
Students' good performance and language progress	It expresses students' participation in class and project activities, evidence of their previous or topic's knowledge, and their improvement in language issues such as fluency, skills recognition, language awareness of grammar, and pronunciation.
Low affective filter	It demonstrates students' willingness to participate in the activities and expresses confidence and relaxation to speak while doing oral activities.
High affective filter	It refers to students' unwillingness to participate because of nervousness, lack of confidence, or embarrassment produced by anxiety.
Usage of vocabulary learned.	It represents when students learn new vocabulary and express it in class participation or incorporate it into their activities and final product.
Strategy effectiveness/ss. strategy use	It describes the effectiveness of the strategy used concerning ss language abilities and times when students use it in class, when the teacher presents it, or when they use it in their final product presentation.

Speaking fluency	The code represents when students speak without hesitation, clearly, and efficiently while doing oral activities.
Teacher pedagogical and methodological issues	This code represents every time the teacher motivates learners to participate in class, teamwork, confidence exemplifies, asks for an activity, uses a strategy to make students understand the topic or activity, or elicits answers from this activity. It also explains when the teacher encourages them to participate and to use L2. This category also includes when the teacher gives feedback.
Interest in oral activities	It describes students' willingness to participate in oral activities and the easiness of carrying out these kinds of tasks.
Misunderstanding of the message	It appears when students speak, and the message needs to be clarified or understood, or they speak in a low voice.
Pronunciation difficulties	It reports learners' pronunciation mistakes
Low performance in project	It represents when students demonstrate low demonstration of social and cognitive skills such as participation in project design, creativity, and teamwork.

4.4.1.1 Analysis of Workshop 1

Workshop one was about the project, a visit to the Aviary. It aimed to make students understand the importance of preserving national bird species, especially those in Cartagena. The objectives were to make students learn vocabulary about different birds, express the activities people enjoy in this place, and recognize the stages to design and develop a project. The memory strategy of *applying images and sounds* was implemented to encourage vocabulary learning and retention in the project's final product. This strategy helps students to retain important information they hear or read in the target language.

The project design was according to the seven elements of the Gold standards of PBL. The challenging question was; how can we preserve species in the Aviary? Through this, students developed the activities. In this stage, students also learned some expressions (there are, we can find, I like) to talk about the Aviary and mention what they saw in this place. In addition, it was given to them an essential vocabulary about birds (canary, eagle, peacock,

flamingo) and a list of possible activities a tourist can do (go to the beach or visit the kiosko educativo).

On the other hand, in the stages of sustained inquiry and authenticity, the proposed strategy was applied with images about different national birds, the aviary webpage, and a video where the students could see species and their main national projects. After this, they worked on students' voices and choices, reflection, and critique revision. To work on these elements, they developed three activities. First, they saw a video and answered some questions about it. For example, *what place does the girl suggest to go after visiting the* Aviary?

On the other hand, some expressions to make suggestions were given to the students (I think that/ I suggest). Using these expressions, they answered questions such as *What other activities could you suggest in the Aviary?* They told what activities people enjoy in the Aviary, and the last one, the students talked in their groups about the resources for presenting the final product (clothes or accessories). They received feedback at each stage of the project. The following table and graph provide evidence about the codes from the instruments used for collecting data about students' oral skills.

Table 8. Triangulation Codes Workshop 1

| CODES | INSTRUMENTS | | | TOTAL |
	Journal	Survey	Non-Participant checklist	
Students learning, interest, and understanding	26	56	2	84
Students participation	20	0	4	24
Low Affective filter	15	66	3	84

High affective filter	11	69	0	80
Vocabulary learning	0	92	2	94
Group work benefits	0	31	1	32
High performance in project work	11	55	0	66
Low performance in project work	0	41	0	41
Ss. speaking fluency	0	21	2	23
TOTALS	83	431	14	528

Figure 7. Triangulation graph Workshop 1
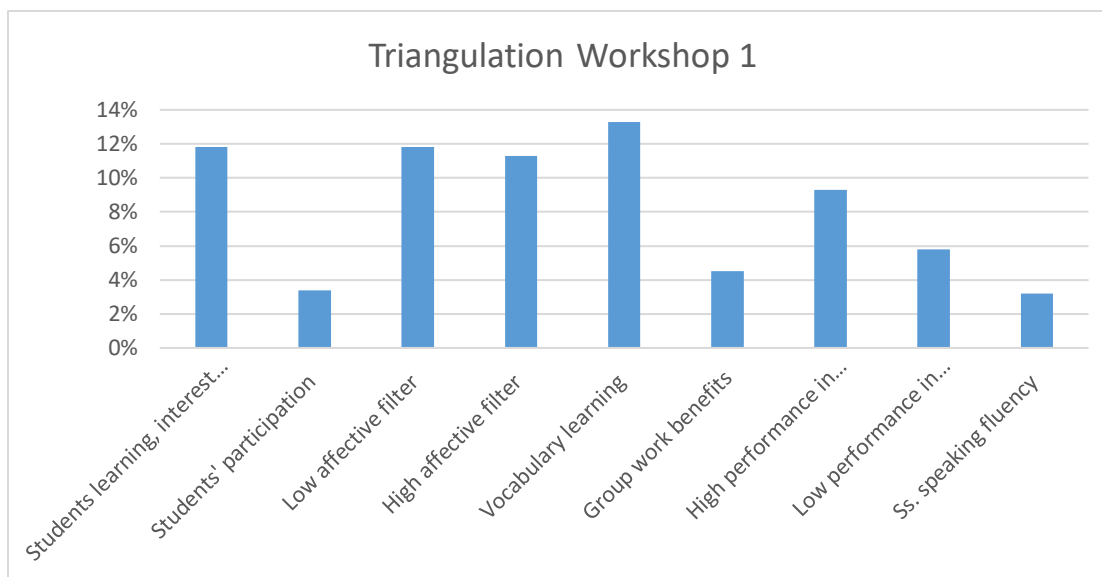
The category *low affective filter* reflects that learners feel confident, relaxed, and comfortable when presenting their final products. The open-ended questions of the survey state, "me sentí bien pero un poco insecure porque no se tanto inglés, pero he progressed un poco" This confirms that although some students are nervous, they are sure about their knowledge and the vocabulary learned, and they present their tasks properly. The journal and the checklist reveal the concordance between the researcher and the non-participant observer regarding students' comfort during the activity. In contrast with this category *high affective filter* shows that anxiety and all negative emotions derived from it take an important role

when students perform orally. The journal and survey also reflect that these emotions play a role when learners intend to speak in front of an audience, even if they are their classmates.

In addition, there is a high-frequency category: *students learning, interest, and understanding.* It explains learners' interest in tasks involving their context and familiar topics. Despite their anxiety, they reflect on their willingness to learn the language. For example, "Pienso que es necesario aprender ya que es un idioma que lo conocen muchas personas" This category also explains pupils' language learning or activity and language understanding. Data in the journal also demonstrate the strategy's effect on learning when a student asserted, "Fácil teacher porque estamos viendo la imagen del ave."

Another code that manifests a high occurrence is *vocabulary learning*. This category was presented in the checklist and the survey in which the researcher and the observer agreed that students feel comfortable using the vocabulary learned. Furthermore, the survey evidenced students' vocabulary recognition and learning when using the strategy and presenting the final product. A student expressed "Mi opinión del inglés ha cambiado en los vocabularios porque cada vez aprendo vocabularios nuevos". Data also reveals students' interest in learning the language when they work with familiar topics. Nevertheless, pronunciation issues make some students feel insecure and nervous when using the target vocabulary.

The category of *high performance in project work* validates the benefits of organizing projects in groups. According to the journal, some students involve cognitive and social skills to design and carry out their projects. For instance, the journal claims that "students who were the reporters brought microphones, cameras they did with recyclable material, they also

use cellphones as cameras." Conversely, low code performance in project work confirms that some harmful elements affect the students' performance.

These are related to their participation in project design and execution. As shown in the survey, some students expressed that their contribution to the project could have been better, and they feel their final product needs to represent what they learned during the project's development.

Group work benefits and students' participation represent codes with a significant number of occurrences in the instruments used for data collection. The first category illustrates how students felt regarding comfort, interest, and productivity in their groups. The second code explains learners' willingness to manifest their topic knowledge and involvement in activities' development. The journal states, "The teacher opened link by link, and some students said: macaw and others said guacamole in Spanish."

Finally, the implementation of Workshop 1 validates the information gathered during the diagnostic stage in which students reflect reluctant to carry out oral tasks due to different feelings caused by anxiety, such as nervousness or embarrassment. However, it also showed some positive features about their attitude to working in a group, their interest in learning the language, and their engagement in class when they work with real-life tasks that involve their context.

4.4.1.2 Analysis of Workshop 2

Workshop No.2 The second workshop was administered in two weeks. The main topic was the importance of preserving the mangrove ecosystem. Videos, dictionaries, colors, markers, mangroves images, and two videos were during the project's development. By the end of the

lesson, students should mention what bird species people find in the mangroves, express what actions people can do in Cartagena to preserve mangroves and understand the importance of these ecosystems for the city.

This project's main goal was to inform students of the importance of preserving mangrove ecosystems in Cartagena. The strategy used was creating a structure for input and output, specifically summarizing and mind mapping. The strategy aimed to enhance students' vocabulary acquisition and speaking fluency. At the end of the project, they had to present a role-play based on the vocabulary presented in the handout and the information summarized in their notebooks about mangroves.

In the stages of Challenging problem or question and Sustained Inquiry, the students got familiar with the current state of mangroves in the city and the vocabulary related to some animals and typical plants in this ecosystem. Leaners used some expressions to report bird species in the mangroves (e.g., We can find or There are). In the Authenticity stage, the teacher presented the strategy using some links in which the students had some steps when summarizing a piece of written information.

The second activity used a mind-mapping strategy. In this, the students ordered some actions they thought about preserving mangroves. They had different mind map trees to organize information by hierarchy. After this, they presented their models to the rest of the group. During the reflection, students' voice, and critique revision stages, students focused on improving their projects and giving peer feedback on what their classmates did in their previous projects. Ultimately, the students presented a role play with information from the summary and ideas they wrote on their mind maps about preserving the mangroves. They

were very creative in the situations. Most of the students used the target vocabulary and expressions (e.g.: These are the mangroves, People can)

Table 9. Triangulation codes Workshop 2

	INSTRUMENTS			
CODES	Journal	Student's survey	Non-participant checklist	TOTAL
Students' participation	31	13	30	74
High performance in project	33	5	35	73
Low affective filter	0	0	163	163
High affective filter	0	0	123	123
Interest in oral activities	0	0	56	56
Usage of learned vocabulary	0	0	82	82
Language learning through strategy	0	4	46	50
Ss. reporting tasks and giving positive answers	28	0	0	28
Teachers encouraging pedagogical issues	25	0	0	25
TOTALS	117	22	535	674

Figure 8. Triangulation graph Workshop 2
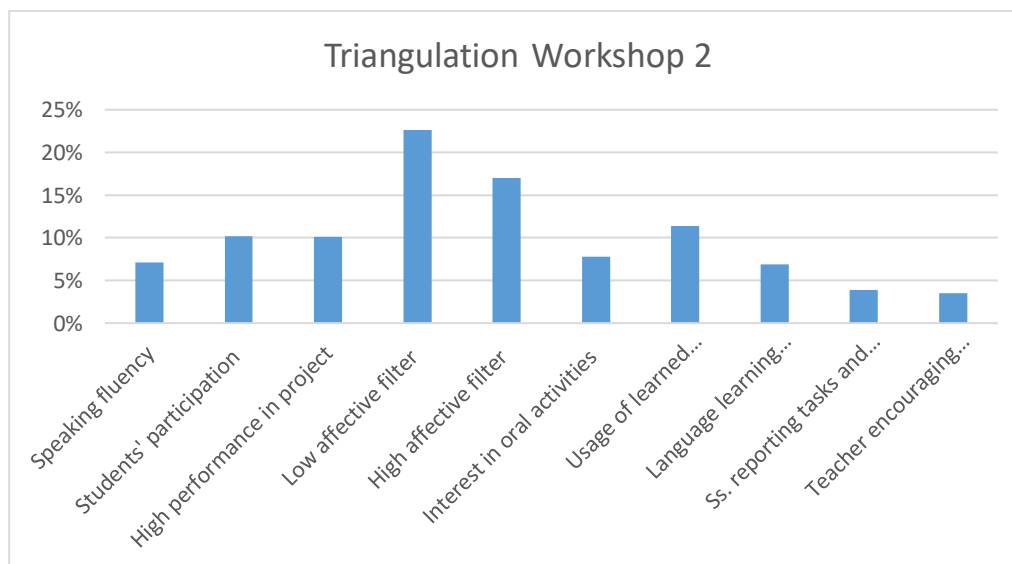
One of the highest codes in this workshop was a ***low-affective filter*** with 163 recurrences. It expressed learners' spontaneity and fluency when they presented their role play. It also described confidence and relaxation during their final product because, in the opened ended questions, they expressed feeling sure, happy, or excited about using the language. In contrast, ***the high affective filter*** category with a frequency of 123 evidenced stress, lack of confidence, hesitation when speaking, and uncomforted while using the target vocabulary. In the section affective factor some students to the opened-ended question ¿Cómo te sentiste cuando hablaste en la actividad oral presentada con tus compañeros? Answered for instance with these phrases: "me sentí nervioso/un poco nervioso" "nerviosa porque me pongo así cuando me miran".

On the other hand, it is vital to highlight the positive side of this workshop when analyzing categories such as *the **use of learned vocabulary*** with a recurrence of 82 validated learners' acquisition of mangroves' ecosystem new words; this category also described comfort and usage when using it. For instance, in the survey's section on speaking skills, some students felt comfortable, confident, and relaxed when using vocabulary in the different oral activities. Moreover, this workshop proved a second important ***language learning category through strategy*** with a frequency of 50, showing that students learned other aspects of the language, such as vocabulary organization or pronunciation. For example, in the non-participant observation checklist is reported "La estrategia facilita el aprendizaje ya que es mucho más práctica que una clase magistral y los estudiantes se emocionan".

This workshop also displayed the development of some cognitive and social skills thanks to the implementation of projects with the category ***high performance in a project*** with a frequency of 73, in which emerged some subcategories explaining these abilities, for

example, *group work comfort or productivity and cooperative work.* Journal expressed this through this example: "The presentations also showed they have incorporated information from the activities done, which means the summary of the text about mangroves and the ideas they have organized in their mind maps about how to preserve the mangroves."

Ultimately, ***students' participation, understanding, and commitment*** with a recurrence of 74 ***and interest in oral activities*** with a frequency of 56. These categories cannot be excluded because they reflected their willingness to get involved in class activities and final oral products. For instance, in the non-participant observation checklist it is reported that "en la actividad los estudiantes mostraron su lado cómico que demostraba su gusto tanto en la caracterización de los entes y en la pronunciación de sus diálogos incluso cuando detalles del idioma indicaba sesgo de error gramatical". Speaking fluency was evidenced when they asserted that oral activities were more manageable and they do it naturally when talking about familiar topics. As an example, in the survey is claimed in the likert-scale questions "cuando trabajo con mis compañeros y tengo que hablar en inglés siento que lo hago de manera" they showed a frequency of 15 a subcategory called "speaking fluency."

Workshop 2 promoted the acquisition of vocabulary, interest, and fluency in oral activities. The strategy allowed learners to facilitate their speaking skills and acquisition of vocabulary. It also enhanced cognitive skills such as memory and attention. Also, cooperative work is a social ability. Compared to Workshop 1, using images for better learning and information recall is also helpful to students' interest and commitment remarks in both workshops, facilitating the implementation of the projects.

4.4.1.3 Analysis of Workshop 3

Workshop No. 3 The third workshop was implemented in two weeks. The main topic was expanding students' knowledge of the Islands in Cartagena. During the project's advancement, it also used videos, webpages, colors, markers, a brochure format, dictionaries, cardboard, scissors, and island images. Students should mention the Cartagena Islands, its main activities, gastronomy, location, and reasons to visit them. Another objective was to express the importance of these islands for the city's economy.

The main goal of this workshop was to encourage students to know more about Cartagena islands and develop a sense of belonging to the city. The students used arranging and planning their learning as a learning strategy. The intention was to improve learners' metacognitive processes to plan and coordinate their learning for speaking and acquiring vocabulary. They designed a brochure about some islands, such as Tierra Bomba, Barú, and Rosario, following the guidelines displayed in the handout. They also showed a presentation about the islands as the final product.

When working on the challenging question and sustained inquiry stages, the students work on pronouncing the target vocabulary concerning tourism activities and tourist attractions. They also answered two questions about improving English in class and at home, e.g., How can we improve our learning environment in this classroom? Then, they consulted webpages about the Cartagena Islands and identified what language issues they needed for their presentations, resources, and other elements for their brochure and final product.

In the authenticity stage, students worked on activity two. This task was about designing a brochure. In this, they had an image as an example and some instructions about the content; for example, location, beach characteristics, arrival time, or activities. In this

stage, it is essential to highlight the learner's motivation to participate in creating this brochure and their willingness to integrate their previous knowledge concerning other islands' aspects, such as gastronomy, massage services, and different beverages. After this, they presented it in front of their classmates.

The reflection, critique revision, and students' voice and choice learners discussed the projects' purpose oriented by questions such as ¿Piensas que la información de tu Proyecto es suficiente? Or ¿Las imágenes muestran lo que quieres transmitir en tu presentación? They assigned a role for each group member and defined their functions and other teamwork aspects. Pupils thought about how they worked on their projects, what characteristics they had to improve, and how they could do it.

Table 10. Triangulation codes Workshop 3

	INSTRUMENTS				
CODES	Journal	Non-participant checklist	Transcript	Survey	TOTAL
High performance in Project	79	6	0	105	190
Ss good performance	14	21	0	99	73
T encouraging pedagogical issues and peer-feedback	72	15	0	87	174
Usage of vocabulary learned	0	4	0	53	57
T. strategies to promote good ambiance and ss. understanding	44	0	0	0	44
Low Affective filter	15	5	0	156	176
High Affective Filter	7	0	0	63	70
Ss. speaking fluency	0	4	24	23	51
The unclarity of the message	0	0	13	0	13
Ss. switching to mother tongue	10	0	10	0	20
Pronunciation difficulties	0	0	17	0	17
TOTALS	241	55	64	586	946

Figure 9. Triangulation graph Workshop 3
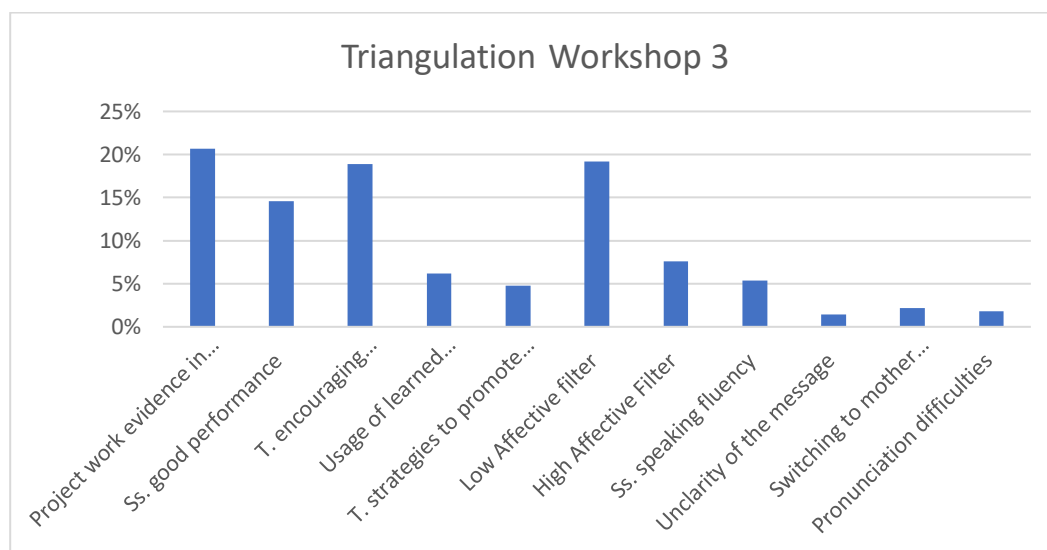
Data from the triangulation evidenced that the High category ***performance in the project*** had the highest frequency in the analysis. This code obtained 21% of the responses from the journal, survey, transcript, and non-participant observation checklist. In the survey, students expressed that they learned about the city through the challenging question, and their participation was active while creating the final product. Besides, the journal showed learners' willingness to participate when saying for example, "*Si teacher, Keyber será el lider de nuestro grupo y Sebastián ayudará a los demás con lo que deban escribir o decir en inglés*". Another student expressed *"mire seño estas son las imágenes y lo que colocaremos en nuestro folleto, queremos colocar los platos."*

The second category was ***Low Affective filter*** with 19%. This code proved that students feel confidence, relaxed and comfortable while doing their presentation in the final products and working on the proposed activities in the workshop. For example, in the non-participant checklist the observer expressed "la pena no invadió la ponencia debido a que las muchas actividades previas ya expuestas tomando como premisa el habla del segundo idioma

rompió barreras de inseguridades que dio paso al buen manejo de la oratoria dentro del contexto expuesto." Another evidence of this fact is when in the survey's open ended questions, they wrote "muy bien me sentí relajado y cómodo" or "Me sentí muy confiada y relajada". These are evidences of how the students feel during the oral tasks despite their pronunciation mistakes.

Teachers encouraging pedagogical issues and peer feedback was the third category from the data analysis with 19%. This category showed that the teacher motivated students to participate in class or project activities. It was also demonstrated when the teacher stimulated learners to do peer feedback or used a strategy for understanding. The journal states, "ok, what do you think of this exercise? ¿Qué piensan de este ejercicio? Seño por un lao' bien, pero por otro no, algunos no saben decir las cosas." It means the teacher always guides and supervises students' performance, encouraging them to do tasks consciously and well.

The fourth category was *ss; Good performance* with a 15%. This code explained students' participation in class and project activities. This code also demonstrated learners' improvement in language issues such as pronunciation and vocabulary. E.g. In the survey, some students claimed as an answer to the question ¿En qué crees que ha cambiado tu opinion sobre el idioma inglés? "Mejoro mi pronunciación y vocabulario" or "en que ya se pronunciar mejor las palabras." Moreover, this code evidenced their interest in developing oral activities and skills recognition such as creativity, memory, and teamwork. Finally, it reflected their language awareness when doing their oral presentations. For example, the observer stated in the non-participant checklist "los estudiantes se interesaron por el idioma recalcando su habilidad de aceptar ciertos retos que conlleva el hablar una segunda lengua."

The fifth category was ***a high affective filter*** with an 8%. It demonstrated students' unwillingness to participate in the proposed activities in the project due to anxiety manifested in nervousness, lack of confidence, and embarrassment. For example, in the survey's speaking skill section, learners revealed that oral tasks about known topics about the city make them feel stressed or uncomfortable. Nervetheless, they performed well in their final products evidenced in the non-participant checklist asserted "los estudiantes demostraron que la ansiedad como partícipe del proceso de la oratoria no tenía mucha relevancia dado que su enfoque en los aspectos de la ponencia prevalecía más su actitud corpórea al momento de decir las cosas."

The final categories were ***used of vocabulary learned and students speaking fluency*** with the same percentage of 5%. The first category demonstrated when students used the target vocabulary presented in the handout and when it was employed in-class participation. This code also evidenced vocabulary incorporation into their activities and final product. The second category revealed when pupils spoke clearly and spontaneously while doing an oral activity. For instance, the non-participant observation checklist stated "algunos estudiantes usan el vocabulario y algunas frases más fluidamente que otros. Su uso es entendible."

The analysis of this workshop proved that arranging and planning your learning, which contains six strategies *(identifying the purpose of the language and planning for a language task)*, helped students organize their tasks and resources and their teamwork. Moreover, this strategy allowed students to participate actively in each project stage involving social and cognitive skills. In addition, they improved in language issues such as fluency, pronunciation, and vocabulary. They also demonstrated confidence, participation, and willingness to develop oral tasks during their classes.

4.4.1.4 Analysis of Workshop 4

Workshop No. 4's main topic was setting different actions to embellish Cartagena City. Videos, colors, markers, cellphones, video beams, and computers were used during the implementation of this project. Its main objective was to inform students of different forms of embellishing their city Cartagena. The primary specific purposes were; first, learners should mention other ways to take care of and beautify their city. The second purpose was to encourage them to use an effective strategy to low anxiety when doing an oral activity in English class. This strategy allows students to perform well during their final product presentation. In addition, purpose three was to make pupils aware of sharing with their community forms of embellishing the city and make suggestions in English as the last purpose.

The linguistic component was introduced when the students used the *simple present* and *expressions to suggest* ways to decorate their city. The challenging question was presented with images on the board about the current state of streets, parks, and other spaces. In the next stage, students brainstorm ideas about caring for the environment to improve Cartagena's places. These ideas were written and represented with images on cardboard and pasted on the classroom wall to share with the class. The target vocabulary was for the students to use in the activities.

In the authenticity stage, the students developed two activities. The first was about watching some and doing some relaxation and meditation exercises for them to learn and practice when doing oral tasks. After this, they have to design a graphic to organize some ideas about embellishing the city using the suggestion expressions presented by the teacher.

For activity two, students orally expressed phrases and words used in the news. They should write their final product script.

Reflection and students' voice and choice pupils should discuss what, how, and why they think it necessary to learn the topic proposed in the project. They also followed an example of a news script for them to guide their work. This activity was an opportunity to check their language progress and determine how much they had learned. During the critique revision stage, learners considered the resources they should use for their news presentation. They also reflect on who can perform well for each character in this presentation.

Table 11. Triangulation codes Workshop 4

CODES	INSTRUMENTS					
	JOURNAL	NON-PARTICIPANT OBSERVATION CHECKLIST	TRANSCRIPT	SURVEY	TOTAL	Percentage
Strategy effectiveness/ Ss. strategy use	27	7	14	91	139	15,1%
Ss. good performance and language performance	45	3	0	84	132	14,3%
High performance in project	50	10	0	59	119	12,9%
Low affective filter	50	10	0	31	91	12,2%
T. pedagogical and methodological issues	0	4	0	108	112	12,2,%
Speaking fluency	8	4	23	59	94	10,2%
Usage of vocabulary learned	0	1	0	76	77	8,4%
Ss. interest in oral activities	0	0	0	55	55	6,0%
High affective filter	6	1	0	40	47	5,1%

Misunderstanding of the message	0	0	18	0	18	2,0%
Pronunciation difficulties	3	0	13	0	16	1,7%
TOTALS	251	30	68	572	921	100%

Figure 10. Triangulation graph Workshop 4.
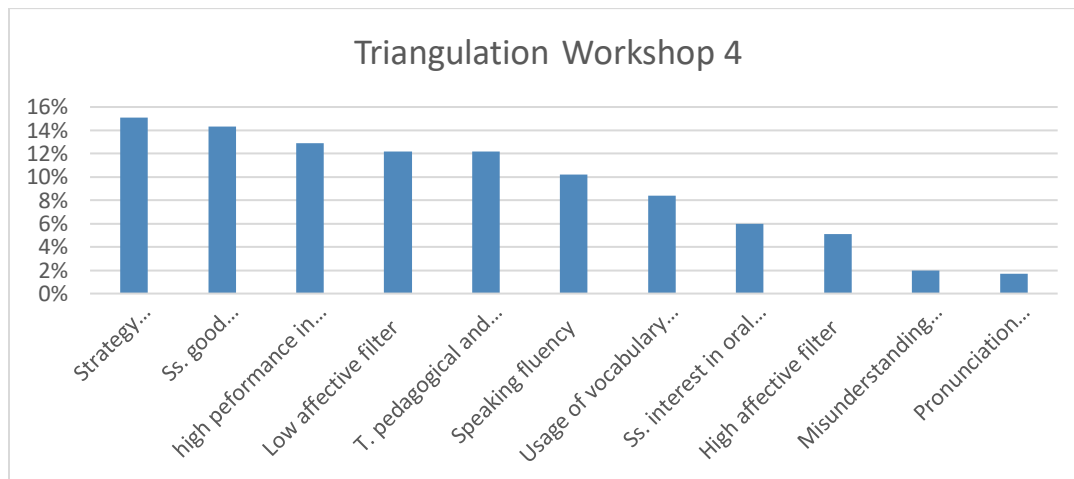
Information from the graphs above demonstrated that the category *Strategy effectiveness/ss. Strategy use* with a 15,7% revealing the usefulness of this when the teacher presented it, or the students practiced it in class before the final product. In the survey pupils affirmed "siento que al hacer ejercicios de relajación y controlar mi respiración bajo mi nivel de ansiedad". Besides, one student claimed in the journal when she used the strategy before the presentation, "Si seño la verdad esta vez me sentí mejor." Finally, the non-participant observation checklist claimed "la estrategia demostró que los estudiantes se sumergieron en la actividad para ser partícipes en todos sus aspectos." Conversely, this code was higher than in the other workshops due to the students' appropriation and recognition of its value and applicability in future oral presentations.

Another category that had a raised percentage was ***Ss. Good performance and language progress*** obtained a high rate in the analysis, with 14,3% of the responses gathered from different instruments such as the journal or survey. For instance in the journal the students expressed "seño en mi grupo dijimos que hemos aprendido la pronunciación de algunas palabras, ya sabemos lo que debe hacer cada uno y también hemos aprendido que si usamos las estrategias que usted nos pone aprendemos algo de inglés." Evidencing students' skill improvement during projects' implementation and how they recognize; these abilities concerning language and cooperative work. The teacher observer noticed this code obtained a significant role in this workshop because it was present in most of the instruments used for gathering data.

A third category with a percentage of 12,9% was ***high performance in projects*** proving students' excellent performance during projects' activities regarding different stages such as authenticity, reflection, and students' voice and choice in which they should involve cognitive and social skills. As example the journal stated "Yes teacher, ya terminamos nos falta hacer el gráfico seño, seño ¿Qué fecha es hoy? Today is September thirty. Ah teacher ya sé cómo se escribe." Moreover, the survey confirmed that twenty students actively participated during the project's development.

This workshop showed two categories with a similar percentage ***of Low affective filter*** and ***T. pedagogical and methodological issues*** with 12,2%. The first validates the fact that learners felt confidence and comfort when speaking during the activity and also their change of point of view concerning English learning. For example, in the survey one student stated "me sentí más confiada al decir cada palabra o pronunciación." Another evidence of this security is the affirmation posed by the observer in the non-participant checklist "los

estudiantes se sintieron cómodos utilizando el idioma de tal manera que su compromiso de dar a entender sus monólogos al resto de la clase evidenciaba cada vez que ocurría la auto corrección para manifestar seguridad al momento de utilizar el idioma." Conversely, the category High affective filter had 5,6% less percentage than in workshop 3. This code supports the excerpts above and how they were more confident in this workshop because of the strategy. The second described when the teacher encouraged students to participate, using different resources to understand any aspect related to project-based methodology and education methods. For instance, in the journal, the teacher said, "Well, ustedes pueden ser voters en sus barrios" or, "Please, Edwin, try to say it in English."

A fourth category with a high percentage is *speaking fluency,* with 10,20% showing the improvement in students' verbal ability regarding easiness, spontaneity, and clarity. In the final product, they talk slowly but without hesitation, sometimes autocorrecting their pronunciation.

The non-participant observation checklist illustrated this in this excerpt "en la actividad se observó que el idioma fue utilizado de manera congruente tanto así que la autocorrección se percibió de forma mínima que los llevó a tener una fluidez que permitió el entendimiento del tema a tratar". In the transcript it is also shown when a student said "there is a protest because some neighbors place garbage on the streets." Furthermore, this workshop helped students to improve their speaking, and despite having pronunciation difficulties, they uttered ideas with complete sense.

Finally, this workshop showed the category *vocabulary learned* with an 8,4% related to the incorporation of target vocabulary in the activities and final product and their class participation. In the survey, 17 students confirmed confidence when using the target

vocabulary in the verbal activity. Another relevant category is ***Ss. interest in oral activities***, with a 6,0% describing learners' willingness to develop activities in which they have to speak and the ease of carrying out these activities.

The analysis of this workshop proved the effectiveness of the learning strategy "*lowering your anxiety*" because it helped students reduce their stress and nervousness in their task presentation. In addition, they affirmed a change in their point of view about this language, e.g., in the survey, some students wrote "que no es dificil de aprender" or "ahora me parece más interesante que antes." Project-based methodology increased pupils' participation in their learning, increasing confidence and relationship among the participants. Learners' confidence also increased during this workshop's administration because they showed less anxiety while presenting their oral tasks.

4.4.1.5 Analysis of Workshop 5

Workshop 5. This project aimed to make learners reflect on possible ways to give an excellent impression to tourist people in the city. They used dictionaries, colors, markers, cellphones, and images about the target vocabulary as resources. This workshop had specific objectives related to the learning strategy and the primary goal. The first was about pointing out actions to give a good impression, and the second was using a compensation strategy to do an oral activity. Moreover, the third goal was to use the simple present to give information about the city. Regarding time, this project lasted more than two weeks because of the November holidays in the city.

The learning strategy was presented through videos in which the students learned about switching to their mother tongue while speaking. The challenging question The teacher-researcher asked them what they thought about tourism's current situation in the city

and the difficulties they heard about on the news, neighborhood, on social networks, and other sources of information. Besides, during this stage, the students were familiarized with the target vocabulary of adjectives they could use to describe different aspects of the city, such as location, size, and people's personalities.

For the sustained inquiry, the students worked on two activities; the first was about writing in the notebook possible actions for changing tourists' image of the city. The second activity was to watch a video explaining the strategy of switching to the mother tongue. After this, they explained what they had understood about the strategy. For the next stage, they carried out a podcast about a tourist's perception using a phone application called Anchor. Nevertheless, this was difficult because some learners needed help downloading it, so they sent a video through WhatsApp.

The following stages were a reflection, students' voice and choice, and critique revision. The first encouraged learners to answer a questionnaire about what, how, and why they did their project. Second, students should produce a profile for a language student and teacher. In this activity, most agreed that students must be responsible, disciplined, and participative, and educators should be affectionate, motivational, and intelligent. In the last one, participants expressed the strategy's usefulness for anyone whose goal was to learn a foreign language. Their appreciation concurred with the benefits this strategy brings in terms of confidence or the need to remember or know some words in English.

Table 12. Triangulation codes Workshop 5

CODES	INSTRUMENTS					
	JOURNAL	NON-PARTICIPANT OBSERVATION CHECKLIST	TRANSCRIPT	SURVEY	Total	Percentage
High performance in project	42	9	0	106	157	16,2%
Low affective filter	12	7	24	80	123	12,7%
Speaking fluency	21	2	27	61	111	11,5%
T. pedagogical and methodological issues	106	0	0	0	106	11,0%
Ss. good performance and language use	44	8	0	50	102	10,5%
High affective filter	22	0	0	75	97	10,0%
Usage of vocabulary learned	0	1	0	80	81	8,4%
Ss. interest in oral activities	19	0	0	54	73	7,5%
Strategy effectiveness/ strategy use	15	4	9	42	70	7,2%
Pronunciation difficulties	23	0	6	0	29	3,0%
Misunderstanding of the message	0	0	18	0	18	1,9%
TOTALS	304	31	84	548	967	100%

Figure 11. Triangulation graph Workshop 5
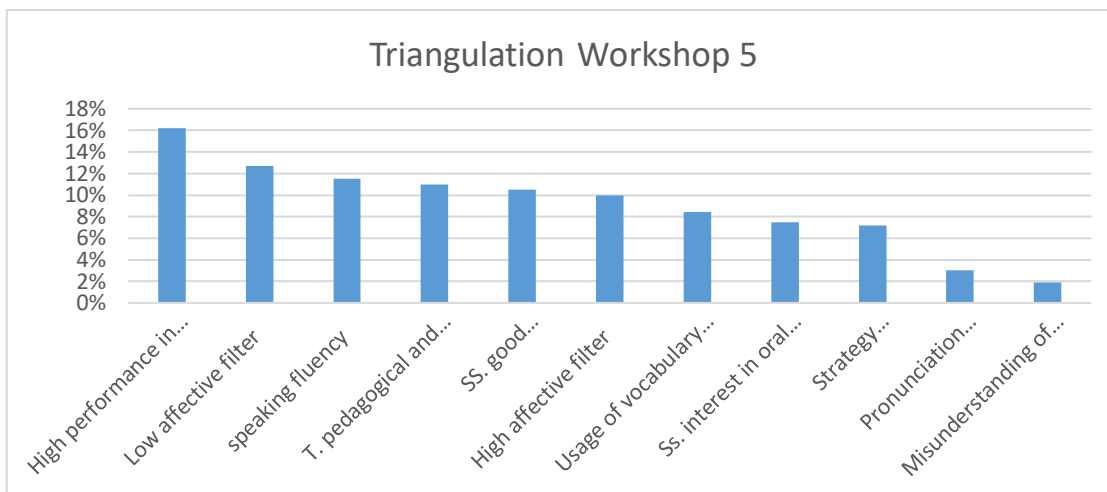
Data and the graph above demonstrated that the category: ***High performance in the***

project had the highest recurrence in the analysis with a 16,2% which described students'

participation in each stage of the workshop showing work or asking for their classmates' or

teachers' help. This category is illustrated when giving their opinion in their mother tongue

or trying to use English. For instance, in an entry one student said "Ahh si seño claro, aquí

con eso de los precios altos los turistas no quieren venir." Another student said "teacher the

strategy ayuda…¿cómo es ayudar? Help Bueno help to speak in Spanish. Conversely, this

category obtained little percentage in the previous workshop, which means the students have

more participation in implementing this project.

On the other hand, ***Low affective filter*** got a raised frequency too, with 12,7% of the

teacher researcher perceiving that despite being nervous, learners managed the situation and

overcame their fear of speaking when using L2 during projects' activities or final product

presentations. Consequently, high affective filter code had 10,0%, a 5% more than in the

former workshop, which increases students' anxiety. The teacher researcher confirmed this

fact when in the non participant checklist expressed "En la actividad final se evidenció a los

estudiantes tomar apropiación del tema demostrando buena actitud en la puesta en escena

dejando de lado el nerviosismo." As described, they transmitted sureness through their attitude and topic's appropriation, detracting from possible grammar and pronunciation errors.

In *speaking fluency*, the triangulation presented 11,5%, a 1,3% more than in workshop 4, suggesting an increase in their ability to communicate ideas effectively. This data also reflected participants' feeling of sounding more natural when discussing general topics. Moreover, this insight can be verified in the transcript when 27 times learners uttered complete sentences without hesitating. They also felt this fluency when in the open-ended question of the survey they said "hablo más fluido el idioma" or "en poder hablar un poco más fluido" as an answer to the question ¿en qué crees que ha cambiado tu opinion sobre el idioma inglés?

The category: *teacher pedagogical and methodological issues* obtained 11,0% a 1,0% fewer than in Workshop 4, which validated the rise of learners' participation detailed in the code high performance in the project. Significantly, the encouraging and facilitator teachers' role when carrying out a project. As an illustration, the teacher researcher stated in the journal, "When asking for students' opinion, the teacher encourages them to use the language and other abilities which are important when learning a language such as taking risk and willingness to communicate."

The category *students' good performance and language use* got 10,5% of the total responses collected from the different instruments, lower than the previous project suggesting that learners needed more progress regarding their language abilities and skills recognition. Nonetheless, they accomplished the workshop's objective, and the high-performance category in the project corroborated their active involvement in tasks. For example, in the

survey one student claimed "en la pronunciación de las palabras" and another said "en las pronunciaciones y otras palabras de ese idioma." Additionally, the code *usage of vocabulary learned* by 8,4% had the same percentage as the previous project, which confirmed that participants integrated the target vocabulary in the realization of the activities and final product.

Ultimately, students' interest in oral tasks with 7,5% obtained a similar percentage to the category strategy effectiveness /strategy use, which got a 7,2% in the triangulation. The first category has a higher percentage than the last project. This workshop reflected that students were more engaged with oral tasks since the survey demonstrated a category named "change into positive English perception," validated in some answers such as "en mucho porque ahora si me gusta" or "si porque a mi no me gustaba el inglés." These phrases indicate students had a significant decrease in the second category compared to the former project. A possible reason was that learners did not use the strategy in the final product. They only focused on using L2 because the transcript showed 9 participants who switched to their mother tongue. E.g. in the non-participant checklist the observer asserted "la estrategia utilizada permitió a los estudiantes conectarse con su lado bilingüe, tanto así que facilitó el buen entendimiento de la puesta en escena del tema a tratar con el resto del salón." Besides, the survey showed that 21 students perceived they transmitted messages better when switching to their mother tongue.

To summarize, the data demonstrated that the strategy used did not have a relevant impact on students' speaking improvement. Nevertheless, it showed higher students' participation and willingness to perform oral tasks despite grammatical and pronunciation errors since increased confidence allows them to feel comfortable and relaxed while using

L2. Further, this project implementation significantly affected students' motivation to learn the language and overcome negative emotions such as nervousness, anxiety, and stress. Another critical analysis of this project is that when students use L2, the teacher researcher should push them to pronounce words correctly by correcting in class or any other pronunciation booster.

4.4.1.6 *Analysis of Workshop 6*

Workshop 6. The sixth workshop was carried out in late November, using the following resources: images, adhesive tape, dictionaries, colors, markers, and glue. This project was about having an interview, and the main participants had to learn a vocabulary concerning public places in a neighborhood and some questions that guided their research about their community. By the end of the workshop, participants were expected to use the vocabulary and information gathered from their families and community members and to use a learning strategy to overcome speaking limitations.

The general objective was to make students aware of the cultural wealth in their neighborhoods and what they can do to preserve traditions in their communities. The specific goals were related to explaining how to preserve traditions and the main constraints to conserving them. Besides, they used mimics and getting help strategies to foster their speaking and message understanding. Time took a role since the city was still in the November holidays. For this reason, pupils spent more than two weeks developing the Workshops' activities.

This project presented images of the three Cartagena localities and neighborhoods belonging to their locality. The Challenging question was introduced with images of public places such as restaurants, hospitals, or gyms. The teacher-researcher also used questions and possible answers to lead students to use simple present, there is, and there are expressions, and moments of the day vocabulary (morning, afternoon, and evening).

Considering the next stage of sustained inquiry, the teacher researcher proposed one activity. The first activity was a game for the participants to get familiar with the strategy mimics and gestures. Using mimicries, they should represent a place in the vocabulary, and partners may guess the site. In addition, they pasted some images about these places on their notebooks identifying which were present in their neighborhoods. In this, they also practiced the pronunciation of the vocabulary while the teacher helped them to improve this aspect.

The activity proposed in the authenticity stage of the project corresponded to some questions about the creation, people's personalities, social and environmental constraints, and traditions in students' neighborhoods. They asked people in their communities, including members of their families, neighbors, and people from CAB (community action board). These questions were answered with phrases the teacher proposed for learners to use simple present, simple past, adjectives, and vocabulary.

Finally, they worked in the student's voice and choice, reflection, and critique revision stages. The first one involves pupils' creativity because they must create a channel to share the information they collected from their neighbors. The student's handout proposed a brochure or a public announcement. Nonetheless, most of the students chose the brochure. They felt this was a better way because the materials for creating this task were more accessible than doing other activities such as a web page or announcements. Concerning the

next stage, students gave their points of view about the knowledge they got from the project's topic and what stage of this was more critical for them as students. They answered with the phrases I think / I consider.

In the last one, the handout suggested teacher-group feedback. The teacher used a checklist with some items about the project's topic learning, resources to finish, workshop monitoring, use of tools provided by the handout, own ideas insertion, and took time to develop activities set in the project. It allowed them to track their learning progress, project development, and resources used. Besides, the teacher also had a moment to give some recommendations and check students' commitment, motivation, and English learning.

Table 13. Triangulation codes Workshop 6

CODES	INSTRUMENTS					
	JOURNAL	NON-PARTICIPANT OBSERVATION CHECKLIST	TRANSCRIPT	SURVEY	Total	Percentage
Language progress and students' good performance	111	9	11	104	235	21,4%
Strategy effectiveness and strategy use	57	11	10	102	180	16,4%
Low affective filter	10	5	23	112	150	13,7%
High performance in project	35	1	0	75	111	10,1%
Usage of vocabulary learned	5	1	13	83	102	9,3%
Speaking fluency	9	1	34	43	87	7,9%
T. pedagogical and methodological issues	57	0	0	0	57	5,2%
Ss. interest in oral activities	22	1	0	60	83	7,6%

Pronunciation difficulties	12	0	24	0	36	3,3%
High Affective filter	0	0	0	43	43	3,9%
Misunderstanding of the message	2	0	10	0	12	1,1%
TOTALS	320	29	125	622	1096	100%

Figure 12. Triangulation graph Workshop 6
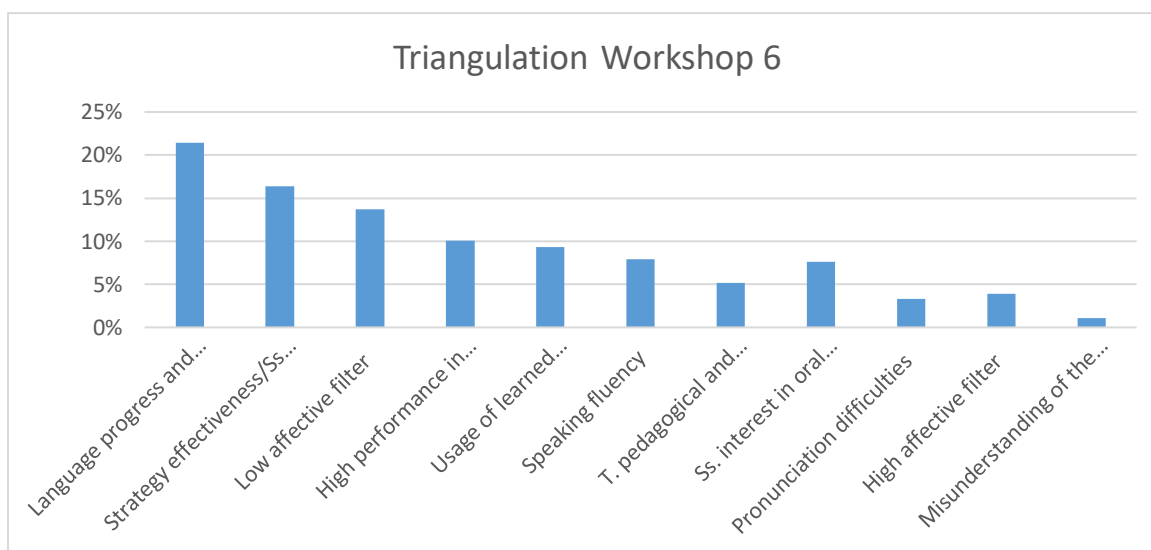
Data presented evidence that the category ***Language progress and students' good performance*** obtained a percentage of 24,1% of the total responses gathered from the journals' entries, transcript, survey, and non-participant observation checklist. As this category described understanding of L2, use of L2, or pronunciation improvement, the journal stated, "Some students have improved their pronunciation, and others are capable of understanding what the teacher says when using L2". The survey demonstrated that participants also enhanced their language learning through strategies proposed in each workshop. For example, one student said, "Si porque hemos perdido los nervios y miedos haciendo los ejercicios de relajación y hemos aprendido varias pronunciaciones." Nonetheless, this category showed fewer percentage in the previous workshop 10,2% which

means that participants showed more progress in L2 learning when participating in class, using the correct pronunciation concerning the target vocabulary and other phrases and expressions proposed in the students' handout.

Another relevant category that arose is ***Strategy effectiveness and strategy use***, with 16,4%, which demonstrated that in this project, the strategy used significantly impacted learners' learning. Comparing the results from the past five workshops showed an increase in the effectiveness of the proposed strategies in workshops four, five, and six. There is no denying that workshops one, two, and three had a lower percentage in this category. However, they also positively affected students' language learning because of the strategies of applying images and sounds, creating a structure for input and output (mind mapping and summarizing), and arranging and planning your learning (planning for a language task, identifying the purpose of a language task). For instance, the non-participant observation checklist set out "se evidenció que los estudiantes generaron un mayor interés mayor en la actividad debido a que la estrategia que se utilizó incrementó su motivación." In addition, the transcript showed ten times students used the strategy mimics and gestures.

Low Affective filter with 13,7% was another vital category that emerged from the analysis of this workshop, demonstrating that most of the participants had less anxiety and nervousness while using L2. It was an increase of 1% in comparison with the previous workshop. This category represents participants' growth concerning motivation and attitude towards the language because it always tended to rise during the implementation of each workshop. Therefore, the *high affective filter* category had a lower percentage of 3,9%, displaying a low embarrassment influence in the final product presentation. E.g. in the survey one student said "me sentí muy confiada y segura porque hablamos de nuestro barrio" other

stated "me sentí segura ya que podiamos utilizar drama o señas" proving again that mimics and gestures strategy reinforced confidence.

Usage of vocabulary learned also reached a high percentage of 9,3%. Regarding the previous workshop, this obtained a 0,9% more, demonstrating students' appropriation of the target vocabulary. It also represented its use during the strategy implementation. For instance, one student said, "ok, industrial y de la bahía zone" or "Do you have traditions?" it can be said that this category always had a significant percentage which means participants incorporated new words in project tasks.

This workshop had two categories with similar percentages *of speaking fluency* a 7,9% and **students' interest in oral activities** at 7,6%. The first one decreased compared to the last workshop, demonstrating that learners should have had some inconvenience with the clarity of the message. Nevertheless, this category showed that some students still thought they were fluent. E.g., in the survey, one student answered, "Me sentí bien porque me salió fluid." The second category highlighted students' concern and disposition to do oral activities. The survey illustrated this because 100% of the surveyed students affirmed that oral activities about a known topic are engaging.

A relevant fact of this project was that the category *Teacher pedagogical and methodological issues* had a decrease in its percentage of 5,2%, showing that in this workshop, the teacher researcher had less intervention. As a positive aspect, learners were highly involved in activities. The category *pronunciation difficulties* had a percentage of 3,3% which showed that there is still some inconvenience concerning correct sound use. The previous workshop showed 3,0%, which means an increase of 0,3%. For example, the journal

showed a transcript of an oral activity in which one student said "and the popul?" for the word "people."

This workshop implementation reflected that the strategy significantly influenced vocabulary learning and message understanding during the final product presentation. In addition, this workshop evidenced that the PBL methodology helped students to learn about their community and involve themselves in their learning. This approach increased learners' confidence and motivation because they were eager to participate using the strategy mimics and gestures. Finally, this project produced a rise in language learning and performance because data instruments proved students improved in some aspects, such as pronunciation or vocabulary knowledge.

General Workshops Analysis

The following table displays the most relevant categories from the six workshops analysis to conclude the evaluation stage. These codes arose from the triangulation in each workshop analysis. During workshops one and two, the code: *high performance in the project* was *students' participation, learning, interest, and understanding* was named high performance in the project since students demonstrated the characteristics mentioned above during the workshops' implementation.

Table 14. General Workshops Triangulation

Categories	Workshop 1	Workshop 2	Workshop 3	Workshop 4	Workshop 5	Workshop 6	Total	Percentage
High performance in Project	66	73	190	119	106	111	665	13%
Students' good performance and language progress	108	102	134	132	102	235	813	16%

Low affective filter	84	163	176	112	123	150	808	16%
High affective filter	80	123	70	47	97	43	460	9%
Usage of vocabulary learned	94	82	57	77	81	102	493	10%
Strategy effectiveness/ strategy use	39	50	20	139	70	180	498	10%
Speaking fluency	23	Not present	51	94	111	87	366	7%
Teacher pedagogical and methodological issues	65	46	174	112	106	57	560	11%
Interest in oral activities	Not present	56	Not present	55	73	83	267	5%
Misunderstanding of the message	Not present	Not present	13	18	18	12	61	1%
Pronunciation difficulties	Not present	Not present	17	16	29	36	98	2%
Low performance in project	41	32	Not present	No present	Not present	Not present	73	1%
TOTALS	600	727	902	921	916	1096	5162	100%

Figure 13. Triangulation graph Evaluation Stage
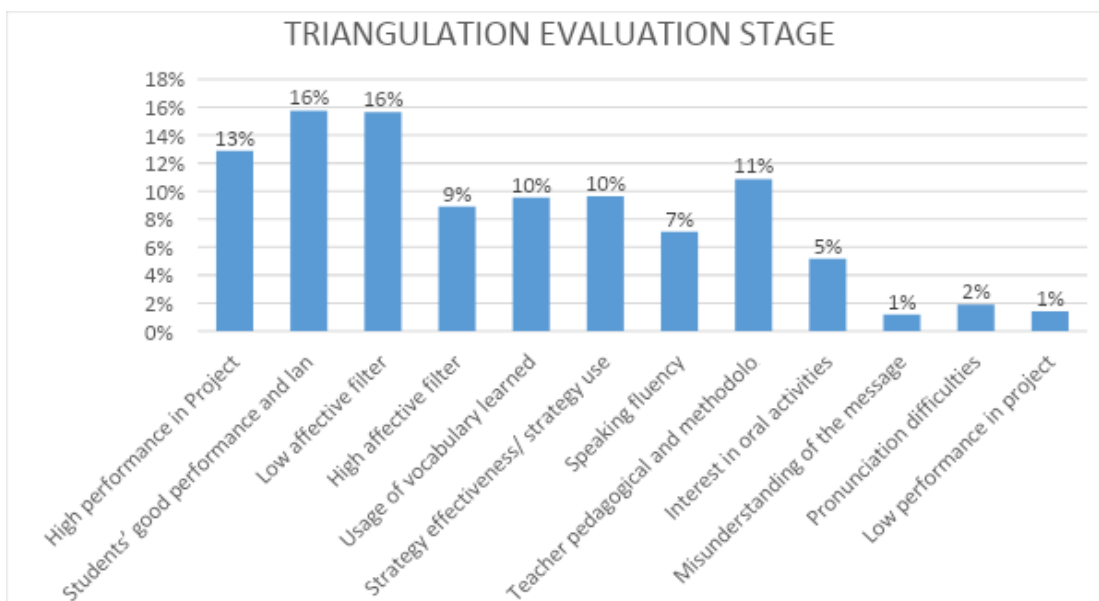
As demonstrated in the chart, twelve categories were monitored during the general analysis of the six workshops. These categories were: how was students' participation in the projects' activities, their enhancement in aspects such as fluency, language understanding, and cognitive and social skills recognition. Additionally, students gained confidence, evidenced by their relaxation and willingness to use L2. Conversely, participants had low levels of anxiety and unwillingness to participate in project activities.

On the other hand, learners employed the target vocabulary frequently and consciously. Moreover, how cognitive and affective strategies impacted participants' language learning and fluency. This chart also showed how students were willing to perform oral activities. In contrast, message unclarity was produced by low voice or interruption of outside sounds. Finally, pupils had pronunciation difficulties regarding target vocabulary and other words, with the low performance of some students in project work.

The most significant category was *students' good performance and language progress*, with 16%. This code was presented in most of the workshops since students always showed improvement in different aspects of the language with a high frequency in workshops three, four, and six, followed by the code *low affective filter*, which had 16% too, which means the enhancement of confidence, self-esteem, and low levels of anxiety during their public products or projects' tasks. This category had low frequency in the first workshop. This situation may be because students need more practice with speaking activities. It also proved the positive impact of project work and learning strategies on participants' motivation to learn L2. Nonetheless, the category *high affective filter* with 9% evidenced that some learners still feel anxious when presenting a task orally.

The code: *strategy effectiveness* with 10% obtained low frequencies in workshops one, two, and three. This phenomenon may be because of learning strategies *(images and sound, mind mapping, summarizing, and identifying the purpose of a language task)*, unfamiliarity, and disuse in L2 classes. These strategies were easy for students since they are common in language lessons. However, they needed to be practiced and easier to understand. For this reason, the teacher-observer decided to implement more contextualized strategies to reduce anxiety levels and increase self-esteem. In this sense, workshops 4, 5, and 6 enhanced this code because of the strategies: *lowering your anxiety, switching to mother tongue, and getting help.* As this study aimed to explain in detail the impact of learning strategies, this analysis showed evidence of what strategies are more appropriate for students to become more fluent and confident when speaking in L2.

Similarly, another objective was to ascertain learning strategies on students' vocabulary scope. Furthermore, based on the analysis of the six workshops, the category that showed the accomplishment of this goal was the *usage of vocabulary learned* with 10%, which means the selected vocabulary had a close relationship with the topics and participants' context facilitating their learning. Likewise, another objective considered the examination of learning strategies and the PBL approach to learners' fluency; the category of *speaking fluency* corroborated in a certain way the achievement of this goal since it acquired a percentage of 7%, demonstrating that some participants talk without hesitation, straightforward, and spontaneous. Ultimately, the category *teacher pedagogical and methodological issues* had a notable percentage of 11%, meaning the workshops needed a high teacher intervention regarding goals orientation, task instructions, and classroom management.

As observed in the table and graph, some other categories emerged from the six workshops' general analysis, such as *misunderstanding of the message and pronunciation difficulties,* showed that there is still a problem with the correct sound of words and the message clarity because of the tone of voice, external factors such as background noises, or nervousness. Nevertheless, the category *interest in oral activities* with 5% manifested that despite having difficulties in pronunciation or being inconvenient to transmit the message, learners were willing to perform verbal tasks evidencing a partial achievement of the objective related to student motivation in the English language.

Pre-test and Post-test results

The students carried out two tests during the diagnostic and the action stage. The first test evaluated their performance in the four skills: writing, listening, reading, and speaking. In this test, students evidenced difficulties in all of them. However, deficiencies in speaking were more significant, as seen in Figure 5. In the post-test, learners did an oral activity to compare their oral performance in the pre-test and after the six workshops administration.

Figure 14. Post-test results per criteria
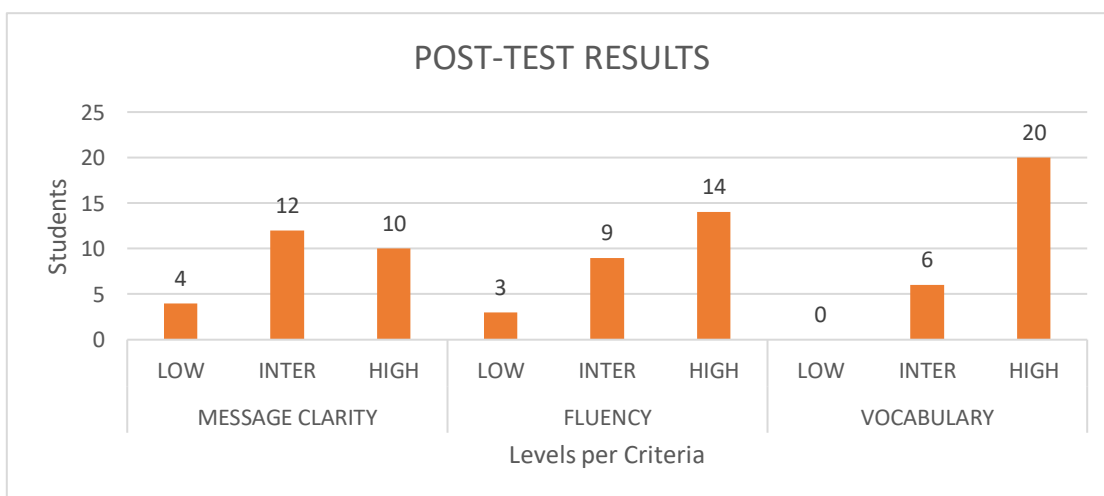
Figure 15. The comparative graph between pre and post-test
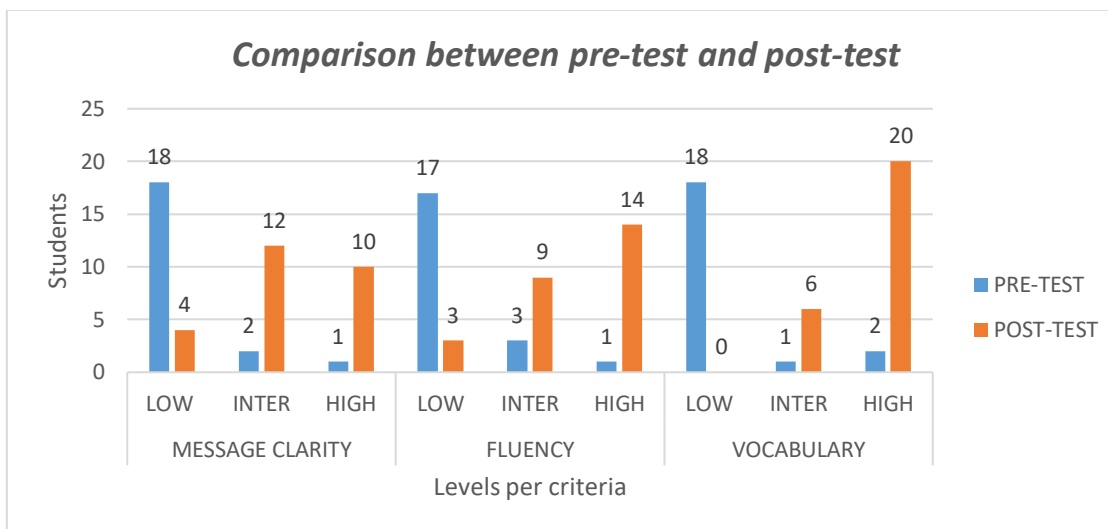
As displayed in the graph, the teacher researcher used a rubric with three main criteria: message clarity, fluency, and vocabulary applied during the six workshops' implementation to assess the learners' speaking proficiency in the diagnostic and action stages. The following is an analysis of the results of the pre and post-test in the abovementioned steps.

Message clarity refers to participants' ability to convey a message. It also evaluated their use of tone of voice level and outside or inside noise interference. Another aspect that assessed this criterion was how nervousness influenced communication. According to the graph, there was an improvement in this aspect during the post-test since four students were at a low level when conveying a message during oral activities. Whereas in the pre-test, there were eighteen students at this level, taking into account that the sample in the diagnostic stage was twenty-one students because, during this time, the schools adopted a hybrid education because of the COVID-19 pandemic and eight students took the test in a virtual environment and thirteen students in face-to-face classes.

Fluency is concerned with producing a sequential and clear speech without hesitation. This criterion also assessed the learners' spontaneity when presenting oral tasks. It can be observed that in the pre-test 13 students had a low level in this aspect, whereas in the post-test, there is an apparent enhancement in which three students were placed at this level. Nine students were recognized at an intermediate level concerning the post-test. There is also a significant increase in the number of students who obtained a high level (fourteen) in this criterion compared with the pre-test results in which there was only one student who reached a high level. Ultimately, it is essential to highlight that fluency improvement may be attributed to using learning strategies centered on participants' level, context, and necessities.

The third criterion was vocabulary related to students' skill to incorporate into the activities the target vocabulary presented in the workshops and its learning evidenced in the use of these words. As seen in the diagram, this aspect got a representative number of students who ameliorated vocabulary learning through PBL implementation and learning strategies since in the post-test, 20 students were placed in a high level comparing these results with the pre-test, there were 18 learners with a low-level means that almost 100% of the students with low vocabulary range learned and use target vocabularies related to projects' themes.

5   Findings

The action stage was a fruitful cycle since the first project participants revealed interest and engagement in the activities. Each project offered data to analyze how learning strategies under the PBL (Project Based Learning) approach impacted learners' speaking skills. For this reason, this section provides characteristics found based on the objectives set for this research regarding fluency, vocabulary range, and motivation.

5.1   Speaking fluency changed according to the learning strategy.

Throughout each workshop, variations in fluency were observed, attributed to the different strategies implemented. Specific strategies facilitated a more natural, spontaneous expression and the use of complete sentences, as indicated under the 'speaking fluency' category. This category experienced a notable increase in workshop 4, where an affective strategy was deployed, and in workshops 5 and 6, where a compensation strategy was used that bolstered confidence and allowed learners to articulate more eloquently. Hence, these strategies helped participants have fewer pauses and profit from the time to speak because they dominated vocabulary and topic (Fillmore et al., 2014, p.93). These findings could also be attributed to the transcripts, which provided a detailed insight into the students' spontaneity in speech. The validity of this observation was further confirmed by students' comments in the survey, corroborating the initial hypothesis.

For instance, *"me sentí bien porque me salió fluído." Or "Bien seguro, mejor pude hablar fluído por corto tiempo."* Other journals' comments also supported this hypothesis, for instance, *"Despite having pronunciation difficulties students did not stop their speech or hesitate, which means they were more fluent." Or "breathing and meditation practices were helpful because they were fluent, and the audience understood their role."* Conversely, this aspect obtained low frequency in workshops 1, 2, and 3 in which transcripts were not part of the instruments and language learning strategies targeted cognitive issues related to retention and recall of information and metacognitive processes for participants to understand how they learned and analyze features surrounding the projects.

5.2   Project-based learning stimulated interest in oral tasks

Throughout the various workshops, participants demonstrated increased engagement in oral tasks, driven by the introduction of project-based work. The code interest in oral activities' suggests that group collaboration, information gathering on familiar topics, and increased active participation in classes spurred students' involvement. This, in turn, fostered a willingness to engage in speaking activities, regardless of potential errors, indicating the effective nature of these pedagogical strategies in stimulating oral language participation. For instance, this paper's literature review stated that Project-Based Learning should be developed, considering driven questions to foster students' participation in the project and information gathering. (Thomas, 2000). The survey generated significant data about this fact. For example, some students' comments were *"si porque puedo expresarme oralmente más que en otras clases" or "si porque cada persona del grupo se expresa a través de la actuación y todos hablamos."* Nevertheless, some workshops, such as 1 and 3, did not show attention to oral activities; this situation may be because of the integration of this issue into another category. Finally, this finding may constitute an opportunity to keep on fostering oral abilities in the target language.

5.3   Students ameliorated social and cognitive skills through the PBL approach.

Drawing on Shin's (2018) research, Project-Based Learning (PBL) is a pivotal methodology for cultivating skills such as intrinsic motivation, creativity, and collaboration. Through the execution of six workshops, learners honed cognitive skills including memory, classification, attention, recall, and other vital abilities utilized during activities focused on vocabulary acquisition, information searching, and resource design.

Simultaneously, collaborative work, a critical social skill, also significantly improved. Each student was assigned a specific role, thereby facilitating their participation and performance during tasks and the creation of public products. As Nguyen (2011) claims Project-Based Learning stimulates cooperative skills such as trust in partners' work and provides the opportunity to reflect deeply on peers' feedback. This structured approach fostered their active involvement and nurtured their ability to work within a team effectively.

Another social skill meliorated was giving and receiving feedback, evidenced in the suggested activities during the critique revision stage of the project in which other social skills such as paying close attention to the other's utterances, empathy, good manners, and non-verbal communication took place. This finding corroborates Larmer et al. (2015) assumption about enhancing feedback moments in which students evaluate their work with classmates and the teacher. Moreover, it was detected that despite having misbehaviors, participants felt comfortable sharing ideas to carry out projects. Finally, this improvement was accomplished and supported by the category of high performance reflected in Table 2, with an elevated frequency in each workshop.

5.4 Improvement of language features with language learning use and PBL workshops

The primary objective of this study was to delineate the impact of learning strategies applied within the framework of the PBL approach on the learners' speaking skills. The effectiveness of this objective was substantiated by the 'students' good performance and language progress' code, as each workshop demonstrated the efficacy of the language learning strategies. Furthermore, those strategies allow students to learn thinking and problem-solving skills, and knowledge-acquisition skills guaranteeing learning through the

process (Hardan, 2013). For example, Workshop 6, in particular, displayed a higher frequency of occurrences compared to the other five, although all workshops marked significant learner engagement. Moreover, the participants expressed positive sentiments and satisfaction towards most of the strategies, especially those used in Workshop 1 (Imagery and Sound), Workshop 3 (Planning for a Language Task and Identifying the Purpose of a Language Task), Workshop 4 (Lowering Anxiety through Meditation and Breathing), and Workshop 6 (Asking for Help through Mimics and Gestures). These workshops led to substantial improvements in areas such as fluency, pronunciation, and grammar awareness, as well as self-recognition of their language abilities, further underscoring the effectiveness of the employed strategies.

For instance, some students wrote on the survey "esta estrategia me ayuda a soltarme y relajarme al hablar en público con las demás personas", "hablo más fluido", or "he mejorado las pronunciaciones en inglés y me he soltado más al hablar." Project-based methodology also took an important place in students' progress since they could monitor their learning through teacher's feedback and peer feedback considering that learners noticed what were their weaknesses and strengths. This last aspect Falchikov (1996, as cited by Ching & Hsu, 2013) describes as a formative process since the students received comments about issues to improve or maintain to foster learning. Moreover, this method facilitates students' participation since it was teamwork, and each group member had the opportunity to express their ideas and concerns about the topic or activities development which generated positive achievements at the end of each project.

5.5   Language learning strategies augmented vocabulary in participants.

Data evidenced a significant increment of vocabulary range represented in the variation of the number of students who obtained a high level in the pre and post-test, evidencing that learning strategies enhanced students' retention and recall of vocabulary while doing speaking activities in the six workshops the journal observation *"students used the strategy effectively which allow them to learn some words of the target vocabulary"* validates this fact. As Celce-Murcia (2001) points out, explicit vocabulary learning allows students to center on vocabulary through different strategies, such as examining their previous vocabulary knowledge, using images, and several techniques to facilitate their education. This fact was what projects displayed. Additionally, the six projects always reflected the category *usage of vocabulary learned*, especially workshops 1, 2, 5, and 6, which means the learning strategies of *image and sound, summarizing, semantic mapping, switching to mother tongue, and asking for help* constituted an essential way to develop in students abilities to enrich their lexicon and apply it to their oral activities without not recognizing the positive effect of strategies related to control stress *(lowering your anxiety)* and metacognition *(arranging and planning your learning)*.

Renalli (2003) supported the importance of learning strategies to expand vocabulary by proposing some guidelines to train students to use strategies. First, center on teaching students how to learn. Second, strategy practice to develop confidence. Third, equilibrium between cognitive and metacognitive strategies, and fourth, create the opportunity to reflect on their feelings. The above-mentioned strategies exhibited those guidelines since they encouraged participants to reflect on their learning process, vocabulary range, and aspects that motivated them to learn to develop confidence.

5.6   Contextualized projects stimulated strategies' effectiveness and their use.

Taking into account the information collected, familiar topics from their local context based on environmental, social, or cultural spur students to take advantage of this and enrich their knowledge using the proposed learning strategies evidenced in the code *strategy effectiveness and use* that got high frequencies in workshops 4 and 6 which demonstrated the strategies (*lowering your anxiety and asking for help*) used in these workshops were accurate. They had a positive impact on participants' language learning and speaking ability. Further, context is a crucial element when designing projects reflected on the authenticity stage according to the Gold Standards of PBL. It points out that projects should involve real situations considering their school and lives (PBL Works, 2023, p. 3).

Regarding the other four strategies, they did not obtain a high frequency. However, they helped learners enhance their language abilities through the strategies summarizing, mind mapping in Workshop 2, and switching to my mother tongue in Workshop 5. In the same way, the technique image and sound used in Workshop 1 and planning for a language task in Workshop 3, despite being practical, had the lowest frequencies which indicated participants needed time to practice them. Several journal comments highlighted the importance of contextualized activities.

For example, the teacher researcher said: *"Contextualizing students is always helpful because students activate previous knowledge for connecting this with the new information to have meaningful learning."* Or *"when conducting workshops contextualization is important since it makes students understand the idea of the task and what they have to do."* These observations remark on the advantages of contextualizing activities since they

motivated participants to use learning strategies to accomplish the workshops' objectives concerning language use, fluency, and vocabulary knowledge.

5.7   Classroom environment accentuated teacher-researcher intervention

Half of the six workshops revealed a high frequency regarding strategies to make participants understand the activities, giving feedback, motivating students to participate, or eliciting answers from a task represented in the code teachers' pedagogical and methodological issues. This finding validates Harmers' theory of the teacher's role as a controller, prompter, tutor, and resource since the teacher researcher became a fundamental part of the process, orienting and motivating participants to be involved actively in the projects (Harmer, 2007). Workshops 3, 4, and 5 had a high frequency. This factor may result from learners' need for guidance and motivation to carry out projects and their activities. In addition, other factors such as time, participants' encouragement, and behavioral constraints took place while implementing workshops.

However, students showed high participation and commitment in each activity. Some journals' reflections reflected the above-mentioned issues. For instance, *"students are always willing to work on projects they sometimes misbehave, but in the end, they are involved in the activities.", "in this stage, the teacher also encouraged students to participate orally in L2", and "giving feedback to the students is important because they reinforce knowledge and confidence."*

On the other hand, teachers' intervention decreased in workshops 1, 2, and 6 evidenced by low frequencies. This factor may be attributed to learners' high participation in each activity and the interaction between students and the teacher-researcher using L1 or L2.

For example, a journal observation corroborates this assumption *"Students participated a lot because they worked on projects' stages that involved oral production.*

6   Conclusions

The purpose of this section is to present a series of conclusions and insights derived from each stage of the research process. These conclusions aim to outline the improvements and contributions made concerning the speaking skills, vocabulary acquisition, fluency, and motivation of seventh-grade students from a public school in Cartagena, Colombia, within the context of the Project-Based Learning approach. The conclusions, as drawn from the research findings and in line with the research objectives, are detailed as follows:

a. Students exhibit more fluent speech in their tasks when they employ practical strategies that emphasize interaction and context. Concurrently, they demonstrate improvements in memory, problem-solving, and collaborative work.

b. PBL approach incentives participants' spontaneous utterances since they present various oral activities that include exchanging information in L1 and L2, gathering information about the projects' issues, and presenting in L2 Workshops' topics.

c. The Project-Based Learning (PBL) approach provides students an avenue to explore and exercise their cognitive and social abilities through active involvement in project development. The data collected indicates that students believe they learn more effectively in a collaborative setting, and this methodology fosters improvements in key competencies such as memory, organization, and problem-solving.

d. Acquainting students with language learning strategies and project methodology fosters progress in language acquisition of both linguistic and functional aspects. These aspects include advancements in fluency, confidence, and vocabulary

comprehension. Furthermore, the approach facilitates the creation of contextual settings where students can apply their knowledge and express their perspectives regarding various elements of the project, such as material usage, information assimilation, and their respective roles within the group.

e. Language learning strategies, particularly those linked to the student's mother tongue, play a pivotal role in vocabulary acquisition. These strategies effectively lower anxiety levels and encourage seeking assistance, thereby facilitating more effective communication. This improvement can be attributed to the pupil's use of these strategies in fulfilling the objectives of the workshops, particularly the need to integrate new vocabulary into their speech for task completion and final product presentation.

f. Contextualized tasks bolster the utilization of learning strategies, as learners incorporate situations from their everyday life. When these real-life topics align with the learning strategies, students find it easier to communicate these important aspects in a foreign language.

g. A high degree of teacher intervention is necessary due to students' need for encouragement and guidance in each activity, primarily due to language difficulties unveiled during the diagnostic stage. However, such intervention also serves to provide constructive feedback and motivate learners to actively participate and utilize the target language.

7   Pedagogical Implications and Recommendations

Educational institutions in Cartagena should prioritize reviewing and assessing their foreign language teaching and learning curriculums. This evaluation should take into account the specific needs of students and their local to global contexts, given their participation in an increasingly globalized world that demands certain skills for real-life success. Context is a critical element in classroom activities and should be incorporated into teachers' lesson plans. This inclusion ensures that students not only learn academic content but also gain insights into their realities. Furthermore, it provides an avenue for exploring areas or aspects they might not be aware of, whether related to environmental, social, or cultural issues.

For instance, in this study, participants were unfamiliar with certain local features, such as mangroves, the islands of Cartagena, or traditions in their neighborhoods. By integrating these contextual elements into the workshops, students gained knowledge about these important aspects of their surroundings. Another crucial consideration for teachers when planning lessons is understanding students' needs and skills.

English teaching should strive to foster social and cognitive abilities by employing methodologies that promote active student participation in their knowledge-building process and develop both lower and higher-order thinking skills. One such method is Project-Based Learning, which is grounded in the cultivation of 21st-century skills. Additionally, this approach encourages students to incorporate their beliefs into real-world tasks, offering opportunities for interaction and learning from their communities and peers.

Training students in the use of learning strategies is another crucial consideration, as these strategies serve as effective tools not just for content acquisition, but also for overcoming both oral and written limitations. These strategies impact various individual and

group domains such as memory enhancement, task organization, reflection on learning processes, self-esteem, and anxiety management - all key elements in foreign language learning that contribute positively to overall learning outcomes. Teachers should incorporate activities into their lessons that require students to utilize learning strategies to achieve goals related to listening, writing, reading, and speaking. The combination of these techniques with a participatory approach like PBL not only facilitates learning but also prepares students for life.

In conclusion, this research aims to serve as a foundation for further investigation into the impact of Project-Based Learning and learning strategies on students' performance and English acquisition in the city of Cartagena. The findings and analysis of this study underscore the need for educational policies regarding foreign language learning in the city to be grounded in participatory, functional, and current methodologies. These strategies foster the development of communicative and social skills that are imperative in a society where foreign languages permeate every domain.

8   Limitations

This study encountered several limitations at each stage, but these did not hinder the overall implementation and indeed provided valuable insights into the participants' abilities and needs. This information subsequently influenced adjustments in the workshop design. During the diagnostic stage, obstacles were primarily associated with the administration of data collection instruments. As schools had adopted hybrid classes due to the COVID-19 pandemic, some students were learning remotely while others attended in-person classes. For instance, in the virtual setting, students faced issues with internet connectivity, limiting their participation and interaction with teachers and classmates. Another challenge lay in

conducting teacher interviews, as the responses were often restricted and failed to provide a comprehensive view of the learners' performance in the preceding grade (6th grade).

During the action stage, the first constraint revolved around student behavior. The sample group contained a significant number of male students demonstrating disruptive conduct, necessitating heightened intervention from the teacher-researcher to mediate these issues. Familiarity with strategies presented another hurdle, as students were unaccustomed to their use in classroom settings and required more practice. For example, the research diary notes that the teacher-researcher had to encourage students to employ these strategies in upcoming oral activities. Time was another limiting factor, particularly for workshops 5 and 6, as city-wide holidays led to reduced practice of strategies, decreased attention to activities, and lessened students' commitment to the tasks.

Additionally, students' proficiency levels posed challenges from the onset of the action stage. Learners demonstrated difficulties with the tasks as they struggled to comprehend the instructions for the activities, necessitating increased teacher intervention. However, as the process unfolded, students began to display greater independence in their language use and project task execution. Furthermore, during this stage, the non-participant observer was occasionally unavailable, necessitating the teacher-researcher to reschedule the observation sessions.

Ultimately, several physical constraints were tied to the school's facilities. For instance, the classrooms are equipped with four fans each, but due to electrical issues, they do not function properly. This results in discomfort due to heat, prompting students to request to work outside. The classrooms also have standard-sized acrylic and interactive boards, but they are in poor condition. A few years ago, there was a dedicated bilingual classroom, but

it no longer exists. Currently, the institution has an IT room equipped with computers, but the internet connectivity requires improvement. Lastly, issues arose during the evaluation stage, specifically during the post-test administration. The English classes, scheduled for Mondays and Fridays, had to be canceled due to faculty meetings related to institutional affairs.

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Appendices

Appendix 1. Students Survey in the Diagnostic Stage

INSTITUCIÓN EDUCATIVA FE Y ALEGRIA EL PROGRESO
DIAGNOSTIC STAGE
SURVEY QUESTIONNAIRE
Teacher: Glenis Gamarra

La siguiente encuesta corresponde a un estudio sobre las posibles causas de desmotivación de los estudiantes en la clase de inglés. En esta encuesta no hay respuestas correctas o incorrectas, las preguntas corresponden a tus intereses personales y la forma cómo te sientes en las clases de inglés. La realizarás de forma anónima, es decir no colocarás tu nombre en ella, por tal motivo los datos revelados en ella no hablarán específicamente de ti, sino de aspectos relacionados a la forma cómo percibes el aprendizaje de este idioma.

❖ En las siguientes preguntas se usa la escala Likert, quiere decir que contestarás estar de acuerdo o no con el enunciado de una manera gradual desde "**De acuerdo, muy de acuerdo, en desacuerdo, totalmente en desacuerdo".**

1. Escribir sobre temas de tu vida en inglés es fácil.

De acuerdo	Muy de acuerdo	En desacuerdo	Totalmente en desacuerdo

2. Hablar con mis compañeros sobre mí en inglés es difícil.

De acuerdo	Muy de acuerdo	En desacuerdo	Totalmente en desacuerdo

3. Puedo usar lo que he aprendido en la clase de inglés de manera oral

De acuerdo	Muy de acuerdo	En desacuerdo	Totalmente en desacuerdo

❖ En las siguientes preguntas debes escoger la opción que más se ajuste a tu opinión

con respecto a la pregunta

1. Leer en voz alta me hace sentir:
   a. cómodo
   b. apenado
   c. incómodo
   d. confiado

2. Cuando estoy haciendo una actividad en la clase de inglés me gusta trabajar:
   a. Individual
   b. En grupo
   c. En parejas
   d. No me gusta trabajar en esta clase.

3. Cuando la profesora coloca una actividad oral como diálogos o
   presentaciones siento
   a. Pena
   b. Que mis compañeros se reirán de mi
   c. Inseguridad
   d. ¿Otro? ¿Cuál? _____

❖ En las siguientes preguntas tendrás dos adjetivos que describen uno lo bueno y el otro
lo malo de una situación, colocarás una X en la línea según tu opinión sobre la
pregunta. Tienes 6 líneas de derecha a izquierda indica que te acercas al adjetivo
negativo y de izquierda a derecha al adjetivo positivo

1. Hacer presentaciones orales en inglés es:

   Fácil___: ___: ___: ___: ___: ____ Difícil

2. Jugar para aprender vocabularios en la clase de inglés es:

   Divertido___: ____: ___: ___: ___: ____Aburrido

3. Realizar diálogos con mis compañeros y presentarlos en frente de mis compañeros
   me parece:

   Importante ___: ____: ___: ___: ___: ____ Insignificante

Thanks for answering this questionnaire

❖ En una escala del 1 al 10, siendo 1 la más baja y 10 la más baja, cómo calificas tu desempeño haciendo las siguientes actividades en la clase de inglés:

a. Escucho y entiendo lo que dicen en un audio en inglés, si es para nivel y sobre los temas que estoy dando.

1___ 2____ 3____ 4____ 5___ 6___ 7___ 8___ 9___ 10____

b. Escribo muy bien en inglés sobre mis gustos, usando palabras que se me

1___ 2____ 3___ 4___ 5___ 6___ 7___ 8 ___ 9___ 10___

c. Hablar de mis gustos e intereses en diferentes temas

1___ 2____ 3___ 4___ 5___ 6___ 7___ 8 ___ 9___ 10___

❖ Lee y responde de manera sincera las siguientes preguntas

1. ¿Cómo te sientes en la clase de inglés durante el desarrollo de las actividades?

_____
_____

2. ¿Cómo es tu actitud en la clase de inglés?

_____
_____

3. Teniendo en cuenta la respuesta de la pregunta 2, ¿Cuál crees puede ser la causa de esa actitud hacia la clase?

_____
_____

Thanks for your cooperation.

Appendix 2. Pre-Test in the Diagnostic Stage

Universidad de Caldas

Maestría en Didáctica del inglés

Pre – test Diagnostic Stage

Teacher-researcher name: Glenis Gamarra

School: Institución Fe y Alegría El progreso   **Grade: Seventh**

Date:

La siguiente actividad solo tiene fines investigativos, no tiene ninguna nota. Por favor responde las preguntas de manera honesta de acuerdo a las instrucciones dadas en cada sección.

SECTION I READING COMPREHENSION

Hello, my name is Lucy. I am ten years old. I am short and thin. I have long blond hair. I have small blue eyes. I can't sing, but I can play the violin. I can't read Spanish, but I can read English. My favorite toy is my doll. It's purple. My favorite food is pizza. My father is a firefighter and my mother is a nurse. I am in tenth grade. I love to go to the beach with my

family on Sundays. My favorite place is the cinema. I enjoy comic movies. They are very funny.

1. What is the name of the girl?

   _____

2. What does she look like?

   _____

3. What are her abilities?

   _____

4. What does she love to do?

   _____

5. What kind of movie does she like?

   _____

SECTION II LISTENING

Listen to the conversation and answer the following questions

Where is Laura from?

Where does her husband live?

Where is Costa Rica located?

https://drive.google.com/file/d/1jzERIwuQMJpX2rOIRQrm9IBkn6BFb24Y/view?usp=drive_link

SECTION III SPEAKING

Prepare a mini-presentation about yourself. Give extra information if you want. Here are some phrases to help you speak

Hello, my name is…
I am from…
I live in…
My mom is… and my dad is…
I like to…
I don't like to…
My favorite_____ is

SECTION IV WRITING

In the following space describe the physical appearance and personality of your mom, dad, brother, or sister. (give a context)

_____

_____

_____

_____

_____

Appendix 3. Teacher-researcher journal in the Action Stage

What is the impact of learning strategies under the PBL approach on Seventh Graders' Speaking skill at a Public School in Cartagena?

Institución Educativa Fe y Alegría el Progreso
Action Stage
Teacher Journal

Rationale: This instrument aims to collect information about students' behavior, and attitudes toward the activities proposed in class. The teacher-researcher will write in detail every situation that provides important information to the research. With this instrument, the teacher-researcher will have the opportunity to analyze, reflect on each situation, and lay out possible causes of these issues.

Description of the situation	Interpretation of the event	Reflection on the situation
April 19ᵗʰ The teacher arrived at the classroom and said "Good afternoon students" The students said good afternoon teacher. The teacher asked the students about their Easter week. After that she said well recuerden que estamos trabajando en los talleres el ultimo taller sabe que fue? One students said teacher sobre birds de excellent, everybody at the same time said canaries paujil de pico azul, parrots, the teacher say ok good, excellent. Bueno nuestro taller de ahora es sobre mangroves alguno sabe que es mangrove, some of them, said no teacher others move their head from one side to the other, the teacher	Contextualize students is always helpful because students activate previous knowledge to connect this with new information and students could have meaningful learning. Teachers orientate students by asking questions about the topic and they discover what are their difficulties and strengthens. Set the objectives give the students a direction and they know what they have to reach in the project when doing the	Activating previous knowledge in students allow them to learn new knowledge accurately. It is important to review vocabulary and topic to the students for them to connect relationships between the topics. When students work with familiar topics they are able to understand and apply what they learn because they are learning something interesting and appealing.

Appendix 4. Non-participant Observation Checklist in the Action Stage

Institución Educativa Fe y Alegría El Progreso
Action Stage
The Impact of Learning Strategies under the PBL Approach on Seventh Graders'
Speaking Skills at a Public School in Cartagena
Non-Participant Observation Checklist

Rationale: This non-participant observation checklist aims to collect information about the effectiveness and engagement of the strategy used for developing the Workshop with the students in the Action Stage of this project and the effect of the same one in the product shown by the students at the end of the Workshop.

Date: _____

Phenomena	Comments

The Strategy facilitates students' understanding.	
Students are engaged in the class.	
The strategy provokes students' participation.	
The students use the target vocabulary.	
The strategy helps students to recognize the vocabulary.	
Students use the language fluently while using the strategy.	
The final activity demonstrates students' appropriation of the topic.	
The students feel comfortable using the language while doing their final assignment.	
The students feel embarrassed while speaking in the language in the final activity.	
Learners feel relaxed while presenting their activity.	
Learners feel anxious when doing the oral activity.	
Final work evidence teamwork.	

Appendix 5. Speaking Assessment Rubric

Speaking Rubric (Adapted from: http://moodle.tcaps.net/)			
	LOW LEVEL **0-3 Pts**	**INTERMEDIATE LEVEL** **3-5 Pts**	**HIGH LEVEL** **5-6 Pts**
Message Clarity	The student lacks coherence and cohesion in the speech.	The student uses some connectors to convey	The learner demonstrates the correct use of linking

		meaning in the message.	words and expressions to get the meaning across.
Fluency	The student hesitates constantly during the speech and has difficulties to convey a message.	The learner sometimes expresses complete sentences without interrupting the message.	The student has fluent speech without hesitation.
Vocabulary	The learner uses repetitive words and limited phrases.	The student incorporates some new words into his/her speech.	The student has a wide range of vocabulary to make his/her speech more natural.

Appendix 6. Students Survey in the Action Stage

INSTITUCIÓN EDUCATIVA FE Y ALEGRIA EL PROGRESO
ACTION STAGE
SURVEY QUESTIONNAIRE
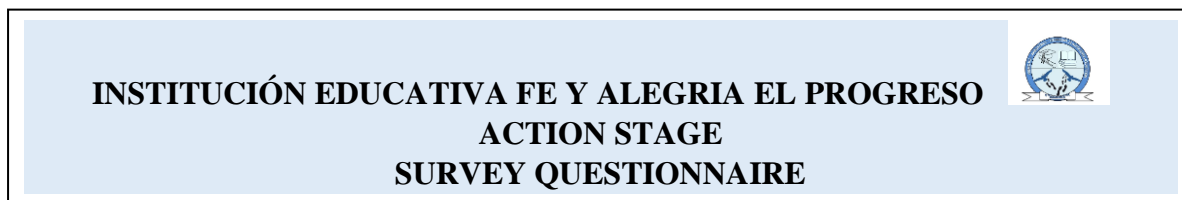
Objetivo: Recolectar información sobre la utilidad de la estrategia de aprendizaje utilizada para desarrollar el Workshop, al mismo tiempo identificar la efectividad del trabajo por proyectos para afianzar la habilidad de speaking en los estudiantes y su percepción sobre las actividades propuestas para trabajar en dicha habilidad.

Indicaciones: La siguiente encuesta no tiene respuestas correctas o incorrectas, las preguntas corresponden a tu opinión sobre el desarrollo de las actividades propuestas en el proyecto. Ésta la realizarás de forma anónima, es decir no colocarás tu nombre en ella, por tal motivo

los datos revelados en ella no hablarán específicamente de ti. La presente encuesta sólo tiene fines investigativos y no tiene ninguna influencia en tus notas en el área de inglés.

Grado: _____   *Edad*: _____

I.   ESTRATEGIA DE APRENDIZAJE

Marca con una "X" en la casilla que más se ajuste a tu opinión sobre el aspecto mencionado si estas: **De acuerdo, Totalmente de acuerdo, En desacuerdo, Indeciso, Totalmente en desacuerdo**

ASPECTO	De Acuerdo	Totalmente de acuerdo	En Desacuerdo	Indeciso	Totalmente en Desacuerdo
Siento que puedo transmitir mejor el mensaje cuando cambio de inglés a mi lengua materna					
Hablo más fluidamente en inglés cuando cambio de inglés a español.					
Me siento más confiado cuando cambio de inglés a mi lengua materna español.					
Pienso que la estrategia switching to mother tongue es muy útil al momento de comunicarse en otro idioma.					

II.   TRABAJO EN GRUPO

En las siguientes preguntas debes escoger la opción que más se ajuste a tu opinión con respecto a la pregunta.

1. El trabajar en grupo con mis compañeros me hizo sentir

    a. Cómodo
    b. Incómodo
    c. Poco productivo
    d. Productivo

2. Haber trabajado esta actividad en grupo en inglés para mí fue

    a. Interesante
    b. Aburrido

    c. Provechoso
    d. Inútil

3. El trabajo en grupo en el área de inglés hizo que mi aprendizaje fuera

    a. Lento
    b. Rápido
    c. No tuve ningún aprendizaje
    d. No me gusta trabajar en grupo

III. SPEAKING SKILL.

Lee cuidadosamente cada una de las preguntas y contesta de acuerdo a la sensación, sentimiento que te originó el trabajar en grupo. Marca con una x la casilla dependiendo de qué tan cercano te sientas al adjetivo que mejor refleje esa sensación o sentimiento.

1. El hablar de mi ciudad en inglés me ayudó a sentirme

Seguro ____ ____ ____ ____ ____ **Inseguro**

Cómodo ____ ____ ____ ____ ____ **Incómodo**

Estresado ____ ____ ____ ____ ____ **Relajado**

2. Las actividades orales en inglés sobre temas que conozco para mí son

Interesantes ____ ____ ____ ____ ____ **Aburridas**

Difíciles ____ ____ ____ ____ ____ **Fáciles**

Estresantes ____ ____ ____ ____ ____ **Relajadas**

3. Cuando utilizo los vocabularios que aprendo en diferentes actividades orales en inglés tales como entrevistas, diálogos, dramatizaciones, etc me siento

Cómodo ____ ____ ____ ____ ____ **Incómodo**

Confiado ____ ____ ____ ____ ____ **Inseguro**

Relajado ____ ____ ____ ____ ____ **Nervioso**

4. Cuando trabajo con mis compañeros y tengo que hablar en inglés de un tema conocido siento lo hago de manera

Seguida ____ ____ ____ ____ ____ **Entrecortada**

Segura ____ ____ ____ ____ ____ **Insegura**

Natural ____ ____ ____ ____ ____ **Forzada**

IV.   TRABAJO POR PROYECTOS

En una escala del 1 al 10, siendo 1 la más baja y 10 la más baja, cómo calificas tu aprendizaje, participación y aportes al proyecto presentado con tus compañeros

1. Utilicé las palabras aprendidas del vocabulario en mi proyecto

1___ 2___ 3____ 4____ 5___ 6___ 7___ 8___ 9___ 10____

2. El producto (**actividad oral hecha**) representa lo que aprendí con este proyecto

1___ 2___ 3____ 4____ 5___ 6___ 7___ 8___ 9___ 10____

3. La retroalimentación que hice a los demás grupos fue justa

1___ 2___ 3____ 4____ 5___ 6___ 7___ 8___ 9___ 10___

4. A través de la pregunta problema aprendí cosas nuevas de mi ciudad

1___ 2___ 3____ 4____ 5___ 6___ 7___ 8___ 9___ 10____

5. Mi participación fue activa en la creación del proyecto con mis compañeros

1___ 2___ 3____ 4____ 5___ 6___ 7___ 8___ 9___ 10____

V.   FACTOR AFECTIVO

Lee y responde de manera sincera las siguientes preguntas

1. ¿Cómo te sentiste cuando hablaste en la actividad oral presentada con tus compañeros?

_____

_____

2. ¿En qué crees que ha cambiado tu opinión sobre el idioma inglés?

_____

_____

3. ¿Piensas que el trabajo por proyectos te permite participar más de las actividades en la clase de inglés? SI o NO ¿Por qué?

_____

_____

4. ¿Piensas que el trabajo por proyectos te motiva a aprender más sobre el idioma inglés? SI o NO ¿Por qué?

_____

¡Gracias por tu colaboración!

Appendix 7. Lesson Plan Workshop 1

Teacher: Glenis Gamarra Pautt	Institution: Fé y Alegria el Progreso	City: Cartagena
Date: November 27th , 2021	Grade: 7th	Age: 12-14

Aim: To make students understand the importance of preserving birds' national species, taking into account species in Cartagena and their habitats.

Objectives:

At the end of the lesson students will be able to:

- explain which bird species are in danger using the Simple Present.
- use a memory strategy to learn vocabulary about different bird species
- express different activities to enjoy in the National Aviary
- recognize different phases to carry out a project

Materials: Video https://www.youtube.com/watch?v=JeuUeNYl7xE
 National Aviary Webpage https://www.aviarionacional.co/en/about-the-aviary
Dictionaries, Notebook, colors, markers, bird images

Basic Learning Right: Describe actions related to a subject in his/her family, city or school environment using simple sentences and images	**Standard:** Expreso mis ideas, sensaciones y sentimientos con oraciones cortas y claras y una pronunciación comprensible.

Topic	**Skill (s)**	**Grammar**	**Vocabulary**	**Learning Strategy**
A visit to the Aviary	Speaking/ Writing/ Listening	Simple Present	Bird Species Aviary Activities	Applying images and sound

Stage	**Procedure & Instructions**
Challenging Problem or Question	- To present the topic I will display bird species and activities and images about National Aviary. - Then, the teacher will present the problem question ***What can we do to preserve species in the Aviary?*** - Then, learners should learn these phrases We can find… There are… I like to do… I don't like… - The students will look for bird species in danger

Sustained Inquiry	In this stage I will present the learning strategy applying images and sound • I will show the birds vocabulary with a characteristic sound and the students wills guess what is the bird using the image the teacher bring to the class. https://www.youtube.com/watch?v=tL2wnyzX3Do (guacamaya) https://www.youtube.com/watch?v=qDvFdj-pFMc (pavo real) https://www.youtube.com/watch?v=H7rMPujj46E (loro) https://www.youtube.com/watch?v=umFe7NLfQFw (cardinal rojo) https://www.youtube.com/watch?v=4UZwXMr8iiE (condor de los andes) https://www.youtube.com/watch?v=eiSC_mLED_c (aguila arpia) https://www.youtube.com/watch?v=eYFCROWSdXI (flamingos) • Then, learners will mention which of these species are in danger • Finally, will paste on their notebooks which of the species we find in Cartagena.
Authenticity	In this stage the teacher will display a video about the National Aviary and learners will have to write the species they saw in the video using the phrase *I see…* Then, the students will answer these questions *What are the projects that exist in the National Aviary?* *What place does the girl suggest to go after visiting the Aviary?*
Students' voice and Choice	In this stage the teacher will present different options to include in the final product ***Birds characteristics, Activities to do in the Aviary***

Reflection	In this stage the students will answer the following questions using the given phrases, learners will answer these questions drawing bubble speeches.
	How can I improve my project? / What other activities could you suggest doing in the Aviary? What actions can people take to preserve the endangered species/ Which elements can you include in your final product?
	Phrases
	I think... / I suggest…/ I don't agree when people… / Animals deserve to...
Critique Revision	In this stage the students will give to a partner her/his opinion about some other things to include in their final product by using the phrase
	In my opinion we should include…
Public Product	In this stage the students will present their final suggested product which is simulated interview to a tourist and her daughter or son
	The learner will use the following suggested questions and phrases:
	Do you like the Aviary? Yes, I do/ No, I don't Does your daughter like the aviary? Yes, she does / No She doesn't What species do you find in the Aviary? I find… Where is located the Aviary? Do you enjoy playa Blanca? What activities do you do at the beach or the Aviary?

Appendix 8. Lesson Plan Workshop 2

Teacher: Glenis Gamarra Pautt	Institution: Fé y Alegria el Progreso		City: Cartagena
Date: April 11th , 2021	Grade: 7th		Age: 12-15

Aim: To make aware students of the importance to preserve Mangroves ecosystems in Cartagena.

Objectives:

At the end of the lesson students will be able to:

- mention which bird species we find in Mangroves Ecosystem using There are.
- use a Cognitive strategy to comprehend new information in a text.
- express which actions can people in Cartagena do to preserve Mangroves.
- Know the importance of these ecosystems for Cartagena environment.

Materials: Video https://www.youtube.com/watch?v=6-DI21Mlplg
 https://www.youtube.com/watch?v=7-cbLOa2io0
What is a Mangrove? https://oceanservice.noaa.gov/facts/mangroves.html
https://www.arrivalguides.com/en/Travelguide/CARTAGENA/doandsee/la-boquilla-and-the-mangroves-128394
Dictionaries, Notebook, colors, makers, mangroves images

Basic Learning Right: Reconoce información específica en textos cortos y orales y escritos sobre temas de interés general.	Standard: Expreso mis ideas, sensaciones y sentimientos con oraciones cortas y claras y una pronunciación comprensible.

Topic	Skill (s)	Grammar	Vocabulary	Learning Strategy
Protecting our Mangroves	Speaking/ Writing/ Reading a	Simple Present	Bird species Mangrove's Vocabulary	Creating structure for input and output

Stage	Procedure & Instructions
Challenging Problem or Question	- To present the topic I will display a video about Mangroves in La Boquilla Cartagena. - Then, the teacher will present the problem question ***What can we do to preserve Mangroves ecosystem in our city?***
Sustained Inquiry	In this stage the students will look for the bird species people could find in the mangroves - Then the learners will use the phrase "There are" to talk about the bird species they find in the mangroves. - In what places of the city do we find mangroves? - What is the activity tourist can do in the Mangroves?

Authenticity	In this stage the teacher will give to the students a short text about a mangrove is, and the strategy **creating structure for input and output will be applied.** For this. First the students will SUMMARIZE on their notebooks a short text about a mangrove is https://oceanservice.noaa.gov/facts/mangroves.html Cómo resumir un texto: https://www.mentesliberadas.com/2012/08/14/como-resumir-un-texto/ Then, the students will do a mind map for the actions to organize the actions to preserve the mangroves with the models in this webpage
Reflection	In this stage the students will do a self-assessment checklist in their group works. The following is the checklist.
Students' voice and Choice	In this stage the students will think about different oral choices to present their projects, thing to include in the final product, and different ways to look for information about the Challenging question.
Critique/ Revision	In this stage the students will give to a partner her/his opinion about how they are working in their project and things they will include in their final product by using the game "Feedback Sandwich" involves children identifying two things they thought their partner did well and one point for improvement. In my opinion we should include…
Public Product	In this stage the students will present their final suggested product which is a **role play** which topic is a tour to the mangroves. **The learner will use the following suggested questions and phrases:** *These are the mangroves… / What do you think about having a tour in the mangroves?* *They are…* *You can find different species of…* *Some action to preserve them are…* *What actions can you do to preserve the mangroves?* The students will include as many information as they want to show in their role plays about mangroves.

Appendix 9. Lesson Plan Workshop 3

Teacher: Glenis Gamarra Pautt	Institution: Fé y Alegria el Progreso	City: Cartagena
Date: April 15th, 2022	Grade: 7th	Age: 12-15

Aim: To encourage students to know more about Cartagena Islands and develop a sense of belonging to their city.

Objectives:

At the end of the lesson, students will be able to:

- Mention which are Cartagena islands.
- use a metacognitive strategy so that students learn how to coordinate their learning process.
- Express what is the importance of these islands for the city's economy.

Materials: Pages with information about Cartagena Islands
https://www.cartagena-indias.com/Blog/isla-cerca-cartagena.html
https://positostravelers.com/mejores-islas-cerca-de-cartagena/
https://www.infobae.com/america/colombia/2021/11/03/cinco-islas-cerca-de-cartagena-que-no-puede-dejar-de-visitar/
Dictionaries, Notebook, images about Cartagena Islands, Cardboards, markers, scissors, glue.

Basic Learning Right: Hace exposiciones breves sobre un tema académico relacionado con su entorno escolar o su comunidad.	**Standard:** Expreso mis ideas, sensaciones y sentimientos con oraciones cortas y claras y una pronunciación comprensible.

Topic	Skill (s)	Grammar	Vocabulary	Learning Strategy
Knowing Cartagena Islands	Speaking/ Writing	Simple Present	Tourism Tourist attractions Tourist activities	Arranging / Planning your learning (Planning for a language task, Identifying the purpose of a language task)

Stage	Procedure & Instructions
Challenging Problem or Question	- To present the topic I will display some images about Cartagena Islands, and the webpages with information related to these islands - Then, the teacher will present the problem question ***How can I do to know more information about islands around my city?***

Sustained Inquiry	In this stage I will orientate students to using the Learning strategy of arranging/ planning their learning, the teacher will ask students: *How can improve our learning environment in this classroom? How often do I practice English at home?* Then, the teacher will invite students to have a Language learning notebook. Then, the students will visit the web pages and extract this important information for their presentation. In this stage the teacher will continue with the learning strategy (Planning for Language task) the students will start planning their oral final product following these steps 1. Talk in Spanish about Cartagena Islands 2. Identify the verb tense and vocabulary they are going to use 3. To identify if they have enough knowledge and finally include the missing elements.

Authenticity	In this stage, students will create a brochure in which they are going to display information about the different islands in Cartagena, the teacher will display some examples of brochures and the following instructions to elaborate their brochures.
	1. Extract the following information to write it in your brochure
	   Location
	   Islands
	   Beaches' characteristics
	   Arrival time
	   Activities
	   Reasons to visit these islands
	2. Cut images about the Cartagena islands
	3. Organize and glue the images
	4. Decorate your brochure

Students' Voice and Choice	In this stage, the teacher will think of different things and information to include in the final product. How can I improve my project? Choose a role for each member of the group and define their functions.
Reflection	The students will discuss in their groups what is the purpose of the project
Critique Revision	In this stage, two groups are going to discuss how they are working, the thing they are doing, and finding ways to improve their projects and final products.
Public Product	In this stage, the students will present their final suggested product which is a presentation about Cartagena Islands The learner will use the following suggested expressions to talk about the topic *I'm going to talk about…* *I'd like to talk about…* **To present your ideas** *First of all, …* *Then…* *Finally, …*

Appendix 10. Lesson Plan Workshop 4

Teacher: Glenis Gamarra Pautt	Institution: Fé y Alegria el Progreso	City: Cartagena
Date: July 11th, 2022	Grade: 8th	Age: 12-15

Aim: To make students aware of different forms of embellishing their city Cartagena.

Objectives:

At the end of the lesson, students will be able to:

- mention different ways to take care of and embellish their city.
- use an affective strategy to low anxiety when doing an oral activity in English class.
- Share with their community forms of embellishing the city.
- Give suggestions in English.

Materials: Cardboard, photocopies, images
Video for relaxation: https://www.youtube.com/watch?v=FZoFPT3FXDI
https://www.youtube.com/watch?v=VZ_wdeog5Ek
Dictionaries, Notebook, colors, makers

Basic Learning Right: Realiza recomendaciones a personas de su comunidad sobre qué hacer, dónde, cuándo, o cómo, con base en situaciones cotidianas de su vida familiar, escolar o de su propio entorno.	**Standard:** Expreso mis ideas, sensaciones y sentimientos con oraciones cortas y claras y una pronunciación comprensible.

Topic	Skill (s)	Grammar	Vocabulary	Learning Strategy
Embellishing my city	Speaking/ Writing/ Listening	Simple Present	Outdoor City places Suggestions expressions	Lowering your anxiety: Using progressive Relaxation, Deep Breathing, or Meditation

Stage	Procedure & Instructions
Challenging Problem or Question	• To present the topic I will display some images about different places around Cartagena and their actual state. • Then, the teacher will present the problem question *What can we do to embellish our city?*
Sustained Inquiry	In this stage, the students will brainstorm ideas about how to embellish the city • Then the learners will write on pieces of cardboard their ideas • After that, they will paste it on the board. The teacher will give the students the outdoor city places vocabulary • Finally, each group will write the most important ideas and they will write two more ideas from the web, and they will interview a member of their community to seek more ideas to embellish the city and how are the constraints for doing it.
Authenticity	In this stage, the teacher will teach the students different ways to relax to lower anxiety by showing two videos Then, the students will do a graph in which they will choose five places of the city and they will use ideas from the brainstorm to embellish that place. They will also use some suggestion expressions from the list given by the teacher. Expression to suggest Why don't you… We could… Let's… What about… They will create their script to present the news
Reflection	In this stage, the students will reflect on what are they learning, how, and why

Students' Voice and Choice	In this stage, the students will think about different expressions to present the news, and they will select the main characters when reporting the news. They will create their script to report the news. They can follow the following example **The following is a suggested script** *Hello and welcome to BCC news. I am Mathew with the latest headlines.* *2. Hello, I am Michelle, and here is the top story about the ongoing election campaign in France.* *3. Our sources tell us that Ebola was first identified in Africa.* *4. Here is an exclusive interview with Secretary of State, John Kerry.* *5. Let's hear from Nick, who is reporting live at the scene.* *6. This is Nick, reporting live at the UN.* *7. Now back to you, Michelle!* *8. Stay with us, we'll be right back after this short break.* *9. welcome back!* *10. We've got some important breaking news for you tonight.* *11. And that's all from us for now. Thanks for staying with us.* *12. We will be back with the latest news at 10 p.m. Thanks for watching BCC news.*
Critique/ Revision	In this stage, the students will check what they have for their scenario and the characters they will interpret. In my opinion, we should include…
Public Product	In this stage, the students will present their final suggested product which is a News Bulletin.

Appendix 11. Lesson Plan Workshop 5

Teacher: Glenis Gamarra Pautt	Institution: Fé y Alegria el Progreso	City: Cartagena
Date: July 25th, 2022	Grade: 8th	Age: 12-15

Aim: To encourage students to set ways to give a good impression to tourist people.

Objectives:

At the end of the lesson, students will be able to:

- Point out different actions to give a good impression to tourist people.
- use a compensation strategy to do an oral activity.
- Use the simple present to give information about the city.

Materials: Adjectives vocabulary, photocopies, images
https://www.youtube.com/watch?v=O3xcAHYQ9wk (video para mostrar cómo hacer un podcast desde el celular)
Dictionaries, Notebooks, colors, makers

Basic Learning Right: Participa en conversaciones cortas en las que brinda información sobre sí mismo, personas, lugares y eventos que le son familiares.	**Standard:** Participo en conversaciones en las que expreso opiniones e intercambio información sobre temas personales de mi vida diaria.

Topic	**Skill (s)**	**Grammar**	**Vocabulary**	**Learning Strategy**
Giving a good impression	Speaking/ writing	Simple Present	Adjectives vocabulary	Compensation strategy: Switching to mother tongue

Stage	**Procedure & Instructions**
Challenging Problem or Question	- To present the topic I ask students how they can give a good impression to tourist people by asking them What has happened recently in the city? What do tourist people think about the city? - Then, the teacher will present the problem question *How can we give a good impression to tourist people?*

Sustained Inquiry	In this stage the teacher will show a video on how to make a podcast, then in their groups, the students will make a podcast The learners will write in their notebooks different ways to give a good impression to tourists.
	The teacher will explain how to use "code-switching" the students will use the strategy in their podcast and the presentation of their final product.
Authenticity	In this stage, the learners will work on their final product by doing the tourist guidance in which they will display the strategy. They will decide the characters and how to do it.
Reflection	In this stage, the students will check their progress by implementing the following self-assessment through this interview. One student will interview the other members of the group.
	¿Esta nuestra actividad completa? *¿Qué nos hace falta para mejorar nuestra actividad?* *¿Hemos cumplido con las etapas del proyecto para realizar el nuestro?* *¿Nos cuesta concentrarnos para hacer nuestro proyecto?* *¿Hemos incluido en los proyectos hechos hasta ahora las ideas que nos hemos propuesto? Si o no por qué*
Students' voice and Choice	In this stage, the students will create a profile setting the ideal language student and teacher with five characteristics for each one.
Critique/ Revision	In this stage, the students will think about how they can continue using the strategy "Switching to mother tongue" if this is useful when communicating with other people.
Public Product	In this stage, the students will present their final suggested product which is A tourist Guidance

Appendix 12. Lesson Plan Workshop 6

Teacher: Glenis Gamarra Pautt	Institution: Fé y Alegria el Progreso	City: Cartagena
Date: November 15th , 2022	Grade: 8th	Age: 12-14

Aim: To make aware students about the cultural wealth in their neighborhoods and how can they do to preserve traditions in their community.

Objectives:

At the end of the lesson students will be able to:

- explain different ways to preserve traditions in their neighborhoods.
- use a compensation strategy to overcome limitations when speaking.
- Be aware of the cultural wealth in their community and what are the main constraints to preserve it.

Materials: images, adhesive tape, Information about the creation of the neighborhood Dictionaries, Notebook, colors, markers,

Basic Learning Right: Describe actions related to a subject in his/her family, city or school environment using simple sentences and images	Standard: Expreso mis ideas, sensaciones y sentimientos con oraciones cortas y claras y una pronunciación comprensible.

Topic	Skill (s)	Grammar	Vocabulary	Learning Strategy
My neighbourhood, my customs	Speaking/ Writing	Simple Present Simple Past	Neighborhood places	Getting help/ Using mime or gesture

Stage	Procedure & Instructions
Challenging Problem or Question	- To present the topic I will display some images about the location of the neighborhood and school in the city - Then, the teacher will present the problem question *What are the sources I can use to get cultural information about my neighborhood and what can I do to preserve traditions in it?* - Then, learners should learn these phrases We can find… In my neighborhood there are/ There is… People in my neighborhood is… People do / practice …. During the morning/ afternoon/ evening They are… / Our traditions are… - The students will look for information about their neighborhood in the next stage.

Sustained Inquiry	In this stage I will present the learning strategy getting help and using mime or gesture • I will show the neighborhood vocabulary and through a guessing game using mimes the students will get how to use the mime strategy to explain a word or an expression. • Then, learners will mention what places are those • After that, will paste on their notebooks the places they guess • Finally, the teacher will present the questions How do you say…in English? / How can I say…?
Authenticity	In this stage the teacher will pose some questions about their neighborhood Then, the students will answer these questions *How was your neighborhood created?* *What is people like in your neighborhood?* *What are the main social and environmental constraints in your neighborhood?* *What are the traditions in your neighborhood? What people do for celebrating?*
Students' voice and Choice	In this stage the students will decide if they are going to create a brochure, a web-page, public announcement
Reflection	In this stage the students will answer the following questions What do you know about the topic? / What is the most important thing you will learn in this project/ What stage in the project do you think is the most important as a student **Phrases** I think... / I consider…
Critique Revision	In this stage the students will receive feedback from the teacher with the following checklist.
Public Product	In this stage the students will present their final suggested product which is a dialogue

Students' Handout Workshop 1

Teacher: Glenis Gamarra Pautt	Institution: Fé y Alegria el Progreso		Strategy: Applying images and sounds
Date: November 27th , 2021	Grade: 7th		Age: 12-14

Aim: To make students understand the importance of preserving birds' national species, taking into account species in Cartagena and their habitats.

Objectives:

At the end of the lesson students will be able to:

- explain which bird species are in danger using the Simple Present.
- use a Cognitive strategy to learn vocabulary about different bird species
- express different activities to enjoy in the National Aviary
- recognize different phases to carry out a project

Materials: Video https://www.youtube.com/watch?v=JeuUeNYl7xE
 National Aviary Webpage https://www.aviarionacional.co/en/about-the-aviary
Dictionaries, Notebook, colors, markers

Basic Learning Right: Describe actions related to a subject in his/her family, city or school environment using simple sentences and images	**Standard:** Expreso mis ideas, sensaciones y sentimientos con oraciones cortas y claras y una pronunciación comprensible.

Stage	Procedure
Challenging Problem or question	**Birds vocabulary** budgie, canary, chick, chicken, cock, crow duck, eagle, flamingo, goose, hawk, ostrich owl, parrot, peacock, pelican, penguin, pigeon seagull, sparrow, swallow, swan, turkey, vulture www.english-learn-online.com learn with games, puzzles, flashcards, quizzes, images and pronunciations ENGLISH learn-online **Question**: What can we do to preserve species in the Aviary? **Aviary Activities** Go to the beach Take a trip through the mangroves Visit the Kiosko Educativo Eat a snack in the Cafeteria Learn the following phrases to give a possible answer We can find… There are… I like to do… I don't like… *The following activities will be in groups of four people.*
Sustained Inquiry	**Activity 1** - Listen to the sound of birds as many times as possible then identify The bird Show an image of the bird https://www.aaastateofplay.com/50-bird-species-sounds-they-make/ - Mention what species you think are in danger. What are the species you can find in Cartagena? Paste them on your notebook

Authenticity	**Activity 2** - Watch the following video and answer the question or complete the phrase. https://www.youtube.com/watch?v=JeuUeNYl7xE *I see...* *What are the projects that exist in the National Aviary?* *What place does the girl suggest to go after visiting the Aviary?*
Reflection	**Activity 3** In your notebook draw a bubble speech for each question and answer them using the given phrases. Use colors and markers for doing these bubbles. Choose one. EX: How can I improve my project? What other activities could you suggest doing in the Aviary? What actions can people take to preserve the endangered species? Which elements can you include in your final product? **Phrases:** I think... / I suggest…/ I don't agree when people… / Animal deserve to.../ I can include /
Critique Revision	**Activity 4** In the same group Think about some other things you can include or do in your final product use the following phrase: In my opinion we should … Ex: We should wear tourist clothes / We should wear sunglasses
Final Product	*Presentation of the interview* Present your interview in front of your partners you can use the following questions or add other questions. Do you like the Aviary? Yes, I do/ No, I don't Does your daughter like the aviary? Yes, she does / No She doesn't What species do you find in the Aviary? I find… Where is located the Aviary? Do you enjoy playa Blanca? What activities do you do at the beach or the Aviary?

Appendix 14. Students' Handout Workshop 2

Teacher: Glenis Gamarra Pautt	Institution: Fé y Alegria el Progreso	Strategy: Creating structure for input and output: Summarizing Memory strategy (Semantic mapping)
Date: April 11th, 2021	Grade: 7th	Age: 12-15

Aim: To make aware students of the importance to preserve mangrove ecosystems in Cartagena.

Objectives:

At the end of the lesson, students will be able to:

- mention which bird species we find in Mangroves Ecosystem using There are.
- use a Cognitive strategy to comprehend new information in a text.
- express which actions can people in Cartagena do to preserve Mangroves.
- Know the importance of these ecosystems for the Cartagena environment.

Materials: Video https://www.youtube.com/watch?v=6-DI21Mlplg
 https://www.youtube.com/watch?v=7-cbLOa2io0
What is a Mangrove? https://floridakeys.noaa.gov/plants/mangroves.html
https://www.arrivalguides.com/en/Travelguide/CARTAGENA/doandsee/la-boquilla-and-the-mangroves-128394
Actions to preserve mangroves https://www.weforum.org/agenda/2019/02/5-reasons-to-protect-mangrove-forests-for-the-future/
Dictionaries, Notebook, colors, makers, mangroves images

Basic Learning Right: Describe actions related to a subject in his/her family, city, or school environment using simple sentences and images	**Standard:** Expreso mis ideas, sensaciones y sentimientos con oraciones cortas y claras y una pronunciación comprensible.

Stage	Procedure
Challenging Problem or question	**Question**: **What can we do to preserve the Mangroves ecosystem in our city?** **Video sobre los manglares en los links:** https://www.youtube.com/watch?v=6-DI21Mlplg https://www.youtube.com/watch?v=7-cbLOa2io0 *The following activities will be in groups of four people*
Sustained Inquiry	Después de tu consulta, menciona que aves puedes encontrar en los manglares de Cartager usando las expresiones *There are….* - In what places of the city do we find Mangroves? *We find…*
Authenticity	**Activity 1** Summarize the information in the following text. Resume la información presentada en el siguiente texto, ayúdate de los tips dados en la siguiente página, y el diccionario para buscar las palabras desconocidas https://www.mentesliberadas.com/2012/08/14/como-resumir-un-texto/ **WHAT IS A MANGROVE** There are about 80 different species of mangrove trees. All of these trees grow in areas with low-oxygen soil, where slow-moving waters allow fine sediments to accumulate. Mangrove forests only grow at tropical and subtropical latitudes near the equator because they cannot withstand freezing temperatures. Many mangrove forests can be recognized by their dense tangle of prop roots that make the trees appear to be standing on stilts above the water. This tangle of roots allows the trees to handle the daily rise and fall of tides, which means that most mangroves get flooded at least twice per day. The roots also slow the movement of tidal waters, causing sediments to settle out of the water and build up the muddy bottom. Mangrove forests stabilize the coastline, reducing erosion from storm surges, currents, waves, and tides. The intricate root system of mangroves also makes these forests attractive to fish and other organisms seeking food and shelter from predators.

Activity 2

In your notebook draw a mind map of the following models and organize the actions to preserve the mangroves. Qué acciones pienses puedan ayudar a proteger los manglares? Coloca tus ideas en el Mindmap.
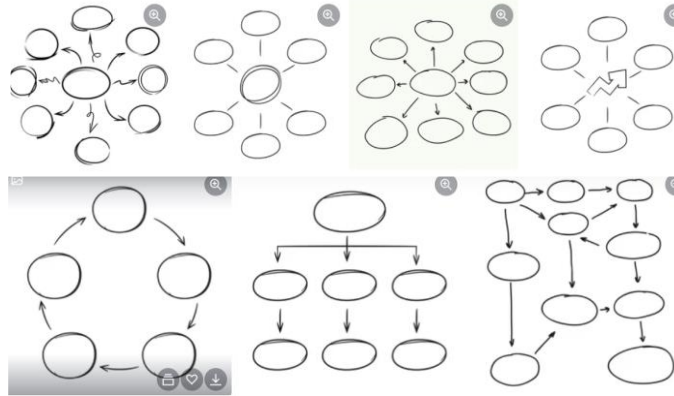
Reflection
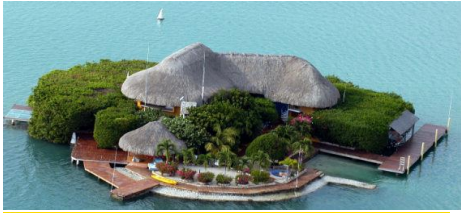
En tu grupo de trabajo responde a la siguiente tabla. Talk with your classmates about the results
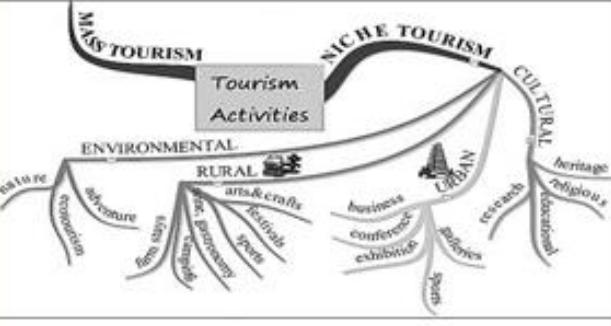
SELF ASSESSMENT

ASPECTO	YES	NO	COMMENTS
La actividad que vamos a presentar está completa			
Siento que estamos haciendo las cosas bien dentro del grupo.			
Estamos trabajando de acuerdo a lo solicitado en el proyecto.			
Creemos que hemos usado todas las herramientas que nos presenta el handout para nuestro proyecto.			
Hemos incluido en nuestro proyecto las ideas que hemos planeado incluir			
Tomamos mucho tiempo para realizar las actividades			

Students' voice and choice	Piensa en otras alternativas de actividades orales que puedas utilizar para present producto final de este proyecto, además de otras formas de buscar información acer manglares en la ciudad de Cartagena. ¿Where can you go? ¿Who can you ask for?
Critique Revision	A partir de lo que hicieron tus compañeros en el proyecto anterior, menciona que d positivas desu proyecto y una negativa. The teacher will give you a paper with the g are going to talk about. Please be assertive in your comments. Por favor se asertiv comentarios.
Final Product	*Presentation of the role play* *These are the mangroves… / What do you think about having a tour of the mangrove* *They are…* *You can find different species of…* *Some actions to preserve them are…* *What actions can you do to preserve the mangroves?* *People can… / You can…*

Appendix 15. Students' Handout Workshop 3

Teacher: Glenis Gamarra Pautt	Institution: Fé y Alegria el Progreso	Strategy: Arranging/ Planning your learning: **Planning for a language task/ Identifying the purpose of a language task**)
Date: April 15th, 2021	Grade: 7th	Age: 12-15

Aim: To encourage students to know more about Cartagena Islands to develop a sense of belonging to their city.

Objectives:

At the end of the lesson, students will be able to:

- mention which are Cartagena islands.
- use a metacognitive strategy so that students learn how to coordinate their learning process.
- express what is the importance of these islands for the city's economy.

Materials: Pages with information about Cartagena Islands
https://www.cartagena-indias.com/Blog/isla-cerca-cartagena.html
https://positostravelers.com/mejores-islas-cerca-de-cartagena/
https://www.infobae.com/america/colombia/2021/11/03/cinco-islas-cerca-de-cartagena-que-no-puede-dejar-de-visitar/
Dictionaries, Notebook, images about Cartagena Islands, cardboard, scissors, markers, glue.

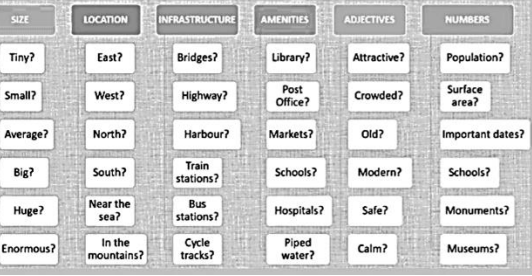| **Basic Learning Right:** Hace exposiciones breves sobre un tema académico relacionado con su entorno escolar o su comunidad.	**Standard:** Expreso mis ideas, sensaciones y sentimientos con oraciones cortas y claras y una pronunciación comprensible.

Stage	Procedure
Challenging Problem or question	 **Question**: *How can I do to know more information about islands around my city?* *The following activities will be in groups of four people*

Sustained Inquiry	Después de consultar las páginas web sobre la información de las islas de Cartagena, los estudiantes hablarán sobre posibles respuestas a las siguientes preguntas *How can improve our learning environment in this classroom?* *How often do I practice English at home?* **Activity 1** En tus grupos empieza a planear tu presentación con la información que encontraste en las páginas webs u otra información que puedas buscar sobre este tema. https://www.cartagena-indias.com/Blog/isla-cerca-cartagena.html https://positostravelers.com/mejores-islas-cerca-de-cartagena/ https://www.infobae.com/america/colombia/2021/11/03/cinco-islas-cerca-de-cartagena-que-no-puede-dejar-de-visitar/ 1. Habla en español sobre las islas 2. Identifica el tiempo verbal y vocabulario que vas a utilizar 3. Identifica si tienes el conocimiento suficiente sobre lo que necesitas para realizar tu producto final, finalmente piensa cómo puedes incluir o mejorar estos elementos para tu presentación u otro producto que vayas a mostrar.
Authenticity	**Activity 2** Look at the following brochure examples. After that, create your brochure following the instructions.

TRAVEL
BROCHURE

NAME OF PLACE

I WOULD LIKE TO
VACATION HERE
BECAUSE...

- Reason one on why I would like to vacation here
- Reason two on why I would like to vacation here
- Reason three on why I would like to vacation here
- Reason four on why I would like to vacation here
- Reason five on why I would like to vacation here

FUN THINGS TO DO!

- Fun thing to do
- Fun thing to do
- Fun thing to do
- Fun thing to do
- Fun thing to do

Stanley Coleman
8/19/2016
Mrs. Frontiers Class

Instructions

1. Extract the following information to write it in your brochure
   Location
   Islands
   Beaches' characteristics
   Arrival time
   Activities
   Reasons to visit these islands
2. Cut images about the Cartagena islands
3. Organize and glue the images
4. Decorate your brochure

Reflection	En tu grupo, habla sobre el propósito de este proyecto. ¿Hasta qué punto en tu producto final estas logrando esto, te hace falta información? ¿Piensas que la información es suficiente? ¿Las imágenes muestran lo que quieres transmitir en tu presentación?
Students' Voice and Choice	En esta etapa en el grupo se pondrán de acuerdo en asignar un role para cada integrante del grupo y definir las funciones de cada uno, luego de esto piensen en otras formas en las que pueden mejorar su proyecto, es decir, información a utilizar, la manera en cómo van a hacer la presetnación, que objetos, imágenes van a traer para presentar tu información.
Critique Revision	Sientate con otro grupo y discute cómo estan tratbajndo, que les hace falta para mejorar su proyecto, piensas que estan usando lo que necesitan, en conjunto encuentren maneras de mejorar sus proyectos
Final Product	*Presentation of Cartagena Islands* Escoge las frases que vas a utilizar para presentar tu producto final *I'm going to talk about…* *I'd like to talk about…* **To present your ideas** *First of all, … Then…* *Finally, …*

Appendix 16. Students' Handout Workshop 4

Teacher: Glenis Gamarra Pautt	Institution: Fé y Alegria el Progreso	Strategy: Lowering your anxiety: Using progressive Relaxation, Deep Breathing, or Meditation
Date: July11th, 2021	Grade: 8th	Age: 12-15

Aim: To make students aware of different forms of embellishing their city Cartagena.

Objectives: At the end of the lesson, students will be able to: • mention different ways to take care of and embellish their city. • use an effective strategy to low anxiety when doing an oral activity in English class. • Share with their community forms of embellishing the city. • Give suggestions in English.

Materials: Cardboard, photocopies, images Video for relaxation: https://www.youtube.com/watch?v=FZoFPT3FXDI https://www.youtube.com/watch?v=VZ_wdeog5Ek Dictionaries, Notebook, colors, makers

Basic Learning Right: Realiza recomendaciones a personas de su comunidad sobre qué hacer, dónde, cuándo, o cómo, con base en situaciones cotidianas de su vida familiar, escolar o de su propio entorno.	**Standard:** Expreso mis ideas, sensaciones y sentimientos con oraciones cortas y claras y una pronunciación comprensible.

Stage	Procedure
Challenging Problem or question	**Question**: **What can we do to embellish our city?**
Sustained Inquiry	En las piezas de cartulina entregada por la profesora escribe tus ideas de cómo podemos embellecer nuestra ciudad, utiliza marcadores permanentes para escribir. Luego que termines cuando la profesora diga pegarás tus ideas en el tablero para compartir con los demás. *Zoo-zoologico* *Streets-calles* *Parks-parques* *Swimming pools-piscinas* *Bull rings-plaza de toros* *Squares-Plazas* *Sports courts- Canchas* *Plaza de mercado* *Neighborhood-barrio*

Authenticity	**Activity 1** Después de ver los vídeos, pon en práctica los ejercicios de relajamiento y meditación mostrados por la profesora practícalos todos los días, también cuando tenga que hacer una actividad oral en clase de inglés antes de hablar. Realiza un gráfico en el que coloques tus ideas de como embellecer la ciudad, usa colores, marcadores y realiza dibujos si es necesario, Utiliza las siguientes expresiones para hacer sugerencias en tu gráfico para organizar mejor las ideas. **MAKE SUGGESTIONS** www.englishlessonviaskype.com ● **Why don't we** *+ Verb in Present Simple* ● **We could** *+ Verb in Present Simple* ● **How about** *+ -ing form of the Verb* ● **Let's** *+ Verb in Present Simple* ● **Shall we** *+ Verb in Present Simple* ● **What about** *+ -ing form of the Verb* **Activity 2** Piensa en expresiones para presentar un noticiero guiate del siguiente ejemplo y empieza a diseñar tu propio script para la presentación de tu producto final.
Reflection	Discute con tus compañeros que has aprendido hasta el momento, cómo lo has aprendido y por qué crees es necesario saber todo lo propuesto en esta guía
Students' Voice and Choice	Piensa en expresiones para presentar un noticiero guiate del siguiente ejemplo y empieza a diseñar tu propio script para la presentación de tu producto **The following is a suggested script** *Hello and welcome to BCC news. I am Mathew with the latest headlines.* *2. Hello, I am Michelle, and here is the top story about the ongoing election campaign in France.* *3. Our sources tell us that Ebola was first identified in Africa.* *4. Here is an exclusive interview with Secretary of State, John Kerry.* *5. Let's hear from Nick, who is reporting live at the scene.* *6. This is Nick, reporting live at the UN.* *7. Now back to you, Michelle!* *8. Stay with us, we'll be right back after this short break.* *9. welcome back!* *10. We've got some important breaking news for you tonight.* *11. And that's all from us for now. Thanks for staying with us.* *12. We will be back with the latest news at 10 p.m. Thanks for watching BCC news*
Critique Revision	Piensa en que te hace falta para tu noticiero, quienes son los personajes que aparecen. Objetos que necesitas para este, usarás algun vestuario? Qué nombre le pondras? Haz una lista de recursos que necesites para montar el escenario de tu noticiero
Final Product	*News presentation*

Appendix 17. Students' Handout Workshop 5

Teacher: Glenis Gamarra Pautt	Institution: Fé y Alegria el Progreso	Compensation strategy: Switching to mother tongue
Date: July11th , 2021	Grade: 8th	Age: 12-15

Aim: To encourage students to set ways to give a good impression to tourist people.		
Objectives: At the end of the lesson students will be able to: • Point different actions to give a good impression to tourist people. • use a compensation strategy to do an oral activity. • Use simple present to give information about the city.
Materials: Adjectives vocabulary, photocopies, images https://www.youtube.com/watch?v=O3xcAHYQ9wk (video para mostrar cómo hacer un podcast desde el celular) https://www.youtube.com/watch?v=8mrys2qjhYs Dictionaries, Notebooks, colors, makers

Basic Learning Right: Participa en conversaciones cortas en las que brinda información sobre sí mismo, personas, lugares y eventos que le son familiares.	**Standard:** Participo en conversaciones en las que expreso opiniones e intercambio información sobre temas personales de mi vida diaria.

Stage	**Procedure**
Challenging Problem or question	**Question:** *How can we give a good impression to tourist people?*

Sustained Inquiry	Después de ver el video, escribe en tu cuaderno accciones que puedes hacer como habitante de Cartagena para mejorar la impresión que tienen algunos turistas de la ciudad. Presta atenta atención a la orientacion de la profesora de cómo usar code switching cuando se está haciendo una actividad oral.
	Activity 1 **https://youtu.be/8mrys2qjhYs** Después de ver el video, mira de qué manera puedes usar esta técnica en tu actividad oral recuerda que no es mezclar inglés con español, es solo algo que ocurre espontáneamente cuando estás hablando en otro idioma.
Authenticity	**Activity 2** Una vez veas el video empieza a realizar tu podcast. Ponte de acuerdo con tu grupo de trabajo en la realización de tu producto final. Quienes seran los personajes? Cuál será la situación? Qué recursos utilizarán?
Reflection	Tómate unos minutos y con tu grupo realiza el siguiente cuestionario. Por favor se lo más sincero posible. *¿Esta nuestra actividad completa?* *¿Qué nos hace falta para mejorar nuestra actividad?* *¿Hemos cumplido con las etapas del proyecto para realizar el nuestro?* *¿Nos cuesta concentrarnos para hacer nuestro proyecto?* *¿Hemos incluido en los proyectos hechos hasta ahora las ideas que nos hemos propuesto? Si o no por qué*
Students' voice and choice	Con tu grupo de trabajo crea el perfil ideal de un estudiante y profesor de un idioma extranjero. Coloca cinco caracteristicas cada uno.
Critique Revision	Piensa con tu grupo de trabajo si la estrategia aprendida sobre "Switching to mother language" is useful for a person who wants to communicate. Cómo puedes usarla en la vida real.
Final Product	Presentation sobre **"Guía a un turista"**

Appendix 18. Students' Handout Workshop 6

Teacher: Glenis Gamarra Pautt	Institution: Fé y Alegria el Progreso	Strategy: Getting Help, Using mimic or gestures
Date: November 15th , 2022	Grade: 8th	Age: 12-15

Aim: To make aware students about the cultural wealth in their neighborhoods and how can they do to preserve traditions in their community.		

Objectives: At the end of the lesson students will be able to: • explain different ways to preserve traditions in their neighborhoods. • use a compensation strategy to overcome limitations when speaking. • Be aware of the cultural wealth in their community and what are the main constraints to preserve it.		

Materials: images, adhesive tape, Information about the creation of the neighborhood Dictionaries, Notebook, colors, markers		

Basic Learning Right: Describe actions related to a subject in his/her family, city or school environment using simple sentences and images	**Standard:** Expreso mis ideas, sensaciones y sentimientos con oraciones cortas y claras y una pronunciación comprensible.

Stage	Procedure
Challenging Problem or question	**Question**: What are the sources I can use to get cultural informationabout my neighborhood and what can I do to preserve traditions in it? Learn the following phrases to give a possible answer We can find… In my neighborhood there are/ There is… People in my neighborhood is… People do / practice …. During the morning/ afternoon/ evening They are… / Our traditions are…
Sustained Inquiry	**Activity 1** - One student is going to go in front of the class and the teacher will show a place the student will do mimics to the partners for them to guess what place is that. - Paste on your notebook an image of the places studied in class.

Authenticity	**Activity 2** In your notebook answer the following questions *How was your neighborhood created?* *What is people like in your neighborhood?* *What are the main social and environmental constraints in your neighborhood?* *What are the traditions in your neighborhood? What people do for celebrating?*
Students' voice and choice	Busca información con tu grupo de trabajo y escoge una de las siguientes opciones en las que puedas compartir con los demás la investigación que estas haciendo sobre tu barrio. brochure, a web-page, public announcement u otras opciones que deseen.
Reflection	En tu grupo de trabajo piensa en una posible respuesta para las siguientes preguntas What do you know about the topic? / What is the most important thing you will learn in this project/ What stage in the project do you think is the most important as a student **Phrases** I think... / I consider…
Critique Revision	El profesor se sentará con tu grupo para realizar tu feedback. **CHECKLIST TO GIVE FEEDBACK TO THE STUDENTS** | CRITERIO	COMMENTS
Piensas que tu proyecto te ha enseñado algo de tu barrio	
Qué elementos te faltan para terminar tu proyecto.	
Están trabajando de acuerdo a lo solicitado en el proyecto.	
Creemos que hemos usado todas las herramientas que nos presenta el handout para nuestro proyecto.	
Han incluido en nuestro proyecto las ideas que hemos planeado incluir	
Toman mucho tiempo para realizar las actividades		