

How PBL encourages high school learners' language proficiency and motivation regarding
learning English in hospital classrooms

Degree work to opt for the title of: Bachelor of Foreign Languages with an emphasis on
English

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Dedication

To our families, who supported and motivated us throughout the process in which this study was carried out.

To Laura, without you I would not be here, nor this project. Thank you for everything during this tough time.

Acknowledgement

This is to thank all the people and institutions who helped us in the development of this study, especially the children of the Hope Foundation, who demonstrated the pureness in the desire of learning new things.

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Resumen

Título: Cómo el Aprendizaje Basado en Proyectos fomenta el dominio del idioma y la motivación de los estudiantes de secundaria con respecto al aprendizaje del inglés en las aulas hospitalarias.*

Autor: Stefania Ramirez Palomino y Jose Ferney Vera Amorocho**

Palabras Clave: Motivación, Aprendizaje Basado en Proyectos (APB), Dominio del inglés.

Descripción:

Los bajos puntajes de los estudiantes colombianos en el último índice de dominio del inglés y las pruebas Pisa mostraron una disminución progresiva en la adquisición del idioma inglés en el país. Aunque las causas de la disminución no están claras, el nivel de motivación de los estudiantes para aprender inglés es uno de los posibles factores. Este estudio tiene como objetivo averiguar hasta qué punto el Aprendizaje Basado en Proyectos (ABP) fomenta la motivación de los alumnos para aprender inglés y cómo mejora el dominio del inglés de estos. Para ello, se utilizó un conjunto de pruebas y cuestionarios como instrumentos de recolección de datos mientras se desarrolló una unidad de ABP con nueve estudiantes de secundaria de la Fundación Hope para niños con cáncer de la ciudad de Bucaramanga. Los resultados revelan que el ABP afecta efectivamente la motivación de los estudiantes y su dominio del inglés.

* Trabajo de Grado

** Facultad de Ciencias Humanas. Escuela de Idiomas. Director Tatiana Mikhailova.

Abstract

Title: How PBL encourages high school learners' language proficiency and motivation regarding learning English in hospital classrooms*

Author(s): Stefania Ramirez Palomino & Jose Ferney Vera Amorocho**

Key Words: Motivation, Project-based learning, PBL, English proficiency, Student motivation.

Description:

The low scores of Colombian students in the latest English proficiency index and Pisa tests showed a progressive decrease in the English language acquisition of the country. Although the causes of the decline are not clear, students' level of motivation to learn English is among the possible factors for it. This study aims to find out to what extent Project-Based Learning (PBL) encourages learners' motivation to learn English, and, how it improves learners' English proficiency. For this, a set of tests and questionnaires were used as data collection instruments while one PBL unit was developed with nine high school students of the Hope Foundation for children with cancer in the city of Bucaramanga. The results reveal that effectively PBL does affect students' motivation and their English proficiency.

* Bachelor Thesis

** Human Sciences Faculty. School of Languages. Director Tatiana Mikhailova.

Introduction

Learning a second language can vary from person to person depending on multiple factors. According to Ehrman (2003), these factors can be classified under three major areas: *learning styles, learning strategies, and affective variables*. The focus of this research is concerned with one affective variable; Students' motivation to learn since it has been previously documented that this variable is an essential part of guaranteeing academic success and achieving ideal learning.

Regarding students' motivation, some researchers have described it as an essential factor in the process of acquiring a second language. As Sengkey & Galag (2018) mentioned, "if students have strong motivation, they will enjoy learning a language and try to learn it" (p.115). Therefore, motivation needs to be fostered in the classrooms in order to have students stimulated to learn.

Moreover, Project-Based Learning (PBL) is a teaching method organized around working on real-world meaningful projects to provoke critical thinking and actively engage students in learning. It generally occurs in groups where students are asked to fulfill specific tasks whose final product contains: a phenomenon to inquire, an idea to elaborate on, or a decision to consider (David, 2008).

Research studies that investigated the PBL method highlight some advantages of it in comparison with the traditional teaching methodology. Findings showed that PBL increases students' motivation (Virtue,2019), independence, confidence, and productivity while generating and discussing ideas (Musa et al., 2010), academic achievements (Winatha & Abubakar, 2018; Sudianta et al., 2018), and finally, a better understanding of the subjects since they have to do research, present in front of peers and reflect in their own learning process (Kortam et al., 2018).

Furthermore, previous investigations have shown that PBL can enhance students' proficiency in languages. Simpson (2011) stated that PBL can improve the four basic language skills: listening, reading, writing, and speaking. As well, Kimsesiz et al (2017) found that PBL can increase vocabulary learning better than common teaching methods. Additionally, Poonpon (2018), acknowledged that interdisciplinary-based projects can enhance students' English competencies since “the project can help them aware of their own English ability and improve English skills in real-life contexts” (p.8).

It is important to mention the influence of PBL on English proficiency, taking into consideration that various studies have demonstrated a significant positive correlation between students' English proficiency and their academic performance (Grisso, 2018; Martirosyan et al, 2015; Ozowuba, 2018; Wilson & Komba, 2012).

1. The Study

1.1 Statement of the problem

In a world that over the years becomes increasingly globalized, Colombia needs to train its citizens in the mastery of a foreign language. This, since learning a second language brings with it opportunities such as an expansion of the labor field, education, communication, and an improvement in the development of the country. In 1994, the National Education Ministry (MEN) decided that this foreign language would be English. Consequently, MEN developed the National Bilingualism Program (PNB) 2004-2019, which included new Standards of communicative competence in English for students, with the Common European Framework (CEFR) as a benchmark used to set the mastery levels to be achieved.

In Colombia, the average dedication to the study of a foreign language is eleven years, from 1st to 11th grade. One hour per week during Elementary school, and between two to four hours per week during Basic and Middle education (MEN, 2006). Although the time spent learning English is significant and should allow students to reach the standards, reality shows a different scenario. According to the EF English Proficiency Index (EPI) 2020, Colombia occupies position number 77 out of 100 countries on the list, remaining in the Very Low classification with a score of 448. This represents a drop of 17 places in the world ranking in the last two years considering that in 2018 and 2019 it ranked 60th and 68th respectively. Moreover, the news article *El nuevo analfabetismo en Colombia* stated that these figures “are consistent with the poor performance of Colombian students on the language component of the OECD Pisa tests, according to which Colombia is the third worst-rated country among its 36 members” (Espinosa, 2020). These results show that the current English proficiency level of the students in Basic and Middle education doesn’t fulfill the goals proposed by the PNB 2004-2019.

Even though the causes of this may vary, some factors have been previously mentioned as the starting point of this problem. Ellis (2016) listed three major elements. First, the lack of use of the language in everyday situations. Second, the low amount of time spent learning the language in school. The third and most important, the lack of motivation to learn English since students really don't have a clear purpose to learn it.

Taking this into consideration, it is necessary to explore new strategies of teaching English in educational institutions, to see which methodologies can improve students' motivation in learning English and, little by little, try to improve bilingualism in Colombia.

1.2 Research question

Based on the literature review, two research questions are formulated:

1. To what extent does PBL encourage learners' motivation to learn English?
2. To what extent does PBL improve learners' English proficiency?

1.3 Justification

At the beginning of this research, the director and coordinator of the academic processes at the *Hope Foundation for Children with Cancer* were interviewed about the English academic level at which the foundation's students were. They explained that the national standards of the Ministry of Education based on the CEFR determine Students' English proficiency level. However, when they were asked if the foundation's students met those standards, the answer was no, since English is not a subject that motivates students too much. Although PBL is a teaching method commonly used in Colombian educational institutions, it is rarely used for teaching English. Based on that, a quantitative case study is going to be conducted in the foundation. This study aimed to find out the current English proficiency and motivation levels in these students and, based on that, see to what extent those two aspects can be encouraged throughout the PBL teaching method.

1.4 Objectives

The previous research questions and justification conducted the developers of this study to formulate the next general objective, supported by three specific goals:

General objective:

To Analyze to what extent students' motivation and English proficiency can be encouraged through the design and implementation of a PBL unit, centered on students' academic and personal needs.

Specific objectives:

- To identify the motivation shown by high school students regarding learning English as a second language.
- To conduct a pre-test, to find out the students' current English proficiency level.
- To compare the students' English proficiency levels, before and after teaching through the PBL method.
- To design the materials focused on their life project, interests, hobbies, and emotional education.

This study is divided into four parts. The first part explains the theoretical approaches used to answer the research questions proposed. The second part reviews the process to collect the data and to conduct the investigation. The third part describes the findings in separate chapters. Finally, the fourth part analyzes the results obtained and concludes the investigation.

2. Theoretical framework

The present literature review exposes the main body of knowledge in which this research upholds, in an attempt to know what multiple studies said about Students' motivation and English proficiency levels being influenced by the Project-Based Learning method. First,

an explanation of what motivation means, how this is divided into two variables (Intrinsic and extrinsic), and a possibility of where students' motivation can come from. Second, the definition of English proficiency, some examples of how to measure it according to different entities, and how it is classified within the Colombian context. Third, the definition, main goals, and purposes of PBL. Fourth, the correlation and influences of PBL on students' motivation based on different authors' perspectives, both positive and negative. Finally, the effects of PBL on students' English proficiency considering the four basic language skills (speaking, writing, listening, and reading), as well as the effects on other language competencies. It is important to mention that the focus sampling of this project are high school students who are also part of the hospital classroom program. However, during the revision of the literature, studies carried out using PBL in hospital classrooms were not found. Due to this, there is not a section that addresses this topic.

2.1 Motivation

Motivation can be defined as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa (Alizadeh, 2016). The word *motivation* comes from Latin meaning to move, this referencing that motivation is what makes humans move towards their desires and wishes. Motivation can show the underlying volition and willingness (Lai, 2011). and can be divided into two main variables: intrinsic and the extrinsic one. The intrinsic motivation comes from the inside, for personal reasons and desires that fulfill their inner contentment, whereas extrinsic motivation comes from the outside, moved by factors such as grades or others' expectations (Purnama et al, 2019). In 2010, a mixed study by Andreas Johansson was developed with 36 senior English students at an upper secondary school in the south of Sweden, with the purpose of finding what influenced their motivation in English learning. Here, the author found that most of the students had as a principal resource of motivation a grade. In short, an outer motivation (Johansson, 2010).

2.2 English proficiency

In relation to proficiency, this can be treated as a scale of skills related to language that is progressively and lightly changing at each level (Bekdaş, 2015). Generally speaking, this is seen as the ability to use language for multiple communicative purposes. Satisfactory use of the language is perceived as a characteristic of a proficient learner of a language. For assessment, English proficiency is usually assessed concerning five performance indicators, i.e., fluency, accuracy, appropriacy, complexity, and capacity (Richards, 2018). For measuring this proficiency, several standardized tests are commonly used, in the national and international contexts. At a national level, Colombia measures 11-grade students' English proficiency in the ICFES exam. At an international level, we can find tests widely known as the *Test of English as a Foreign Language* (TOEFL), the *International English Language Testing System* (IELTS), *Cambridge English: Advanced* (CAE), and the *Cambridge English: Proficiency* (CEP). In Colombia, Common European Framework is used to determine in which level of proficiency any user can be placed. In the educational context, the proficiency levels correspond to the grade, from the first to the eleventh one. As can be observed in figure 1, MEN (2006, p.10) provides a table that is connected to the standards of the CEFR in which it can be seen in detail how the proficiency levels are distributed according to the grades, in elementary, basic, and middle school.

Figure 1

MEN distribution of English proficiency levels based on the CEFR

GRUPOS DE GRADOS	NIVELES MCE		
Décimo a Undécimo	B1		B 1.2 Pre intermedio 2
Octavo a Noveno			B 1.1 Pre intermedio 1
Sexto a Séptimo	A2		A 2.2 Básico 2
Cuarto a Quinto			A 2.1 Básico 1
Primero a Tercero	A1	A1	Principiante

2.3 Project-Based Learning (PBL)

Throughout the years multiple learning methods have emerged as well as the use and implementation of those. One of these learning methods is the PBL, which is defined as a “constructivist-based instructional approach that is designed to support more engaged learning. This approach uses ‘projects’ as vehicles to encourage student motivation and to provide a means for demonstrating and explaining what they have learned” (Ravitz, 2010) This approach has some similarities with the inquiry-based method and the problem-based method, nevertheless, the differences are noticeable (Savery, 2006). Multiple goals can be achieved with the use of this method in daily learning and education. The main purpose of this approach is not merely related to the understanding of concepts but also how this learning can be applied, how it can affect students’ lives, and what it can bring to their daily life. In short, Project-Based learning has its base on supporting deep learning (Virtue, E., Hinnant-Crawford, B., 2019).

2.4 Students’ motivation and PBL

In the case of PBL, students are commonly encouraged by intrinsic motivation due to the autonomy and competence that this teaching method generates. Bell (2010), attributed students’ motivation to the element of free choice that they have during the PBL process. Wijnia (2014), on the other hand, attributed three important factors during the process to the increase of motivation: the role of students’ initial topic interest, tutors’ instructional styles, and self-directed study (p.185). Moreover, some studies have investigated the results that PBL has on Students’ motivation. D'Sa (2015), found that students being taught under the PBL methodology were more motivated to learn the course subject in comparison to the students under the traditional teaching methodology. As well, Virtue (2019), discovered that projects can foster students' motivation, making them involved even if the main concept is not of their interest, and thus, opening them up to learn a new topic. Additionally, Shin (2018), indicated that “students' participation in project-based learning using technology has motivated them to

learn” (p. 108), therefore, acknowledging that PBL has a positive impact on students' motivation.

However, other studies have found no evidence of the correlation between PBL and students' motivation. Wijnen et al (2018), affirmed that, although students were satisfied with Project-based learning, there was no distinction between students under PBL and non-PBL methodology regarding autonomous and controlled motivation. Similarly, Johnson & Cuevas (2016), showed that PBL is not successful in promoting students' motivation or engagement in a human sciences curriculum, compared to PBL in a science or math curriculum.

2.5 Students' English proficiency and PBL

With respect to the success of PBL at the moment of improving the English proficiency level of students, some studies (Poonpon, 2018; Essien, 2018 & Muñoz, 2017) have demonstrated that this teaching method should be applied in language classrooms to enhance students' English language abilities due to positive results. These results are consistent with previous studies that showed PBL effects on the four basic English language skills: speaking, writing, listening, and reading.

Regarding speaking, some research (Dewi, 2016; Yudi, 2017) found that different PBL techniques can enhance a student's oral performance in comparison to traditional teaching methodologies. For example, contextualized materials based on PBL improve students' speaking ability by using real and meaningful situations where students can offer and request opinions (Barrero, 2016). It was also observed that students developed better writing skills through the use of PBL when creating narrative texts. Aspects such as text structure, narrative knowledge, and topic understanding were improved after the studies were conducted (Syarifah & Emiliasari, 2018; Rangkuti, 2020). Other studies showed that PBL influenced positively listening competency. Features like listening comprehension skills and dialogue understanding had better results in students under this teaching method (Abu Bakar et al, 2019; Teoh et al,

2019). Likewise, findings revealed that the development of reading comprehension ability was more effective and enjoyable for learners when PBL was implemented (Kavlu, 2015). However, this mostly occurred among high-performing students (D'vera, 2017). Finally, Salazar & Murillo (2016) also noticed how their students increased their vocabulary range and their ability to seek information due to the implementation of projects with this approach.

3. Methodological design

3.1 Type of research

A quantitative research can be defined as a research that “deals with quantifying and analyzing variables in order to get results” (Apuke, 2017, p. 40). Therefore, the nature of the current research is quantitative since it is focused on analyzing numerical data. Although research studies can have multiple inner classifications, the most suitable one for this is a descriptive case study. Case studies allow researchers to investigate data closely by selecting small samples of people to study (Zainal, 2007). Moreover, it is a descriptive case study, because it aims to describe the increase of students’ motivation and English proficiency through the application of the PBL method during a specified period of time.

3.2 Hypotheses, indicators, and variables

Throughout the development of this study, two hypotheses were formulated.

H1: The English proficiency and motivation of high school learners in hospital classrooms are encouraged by the PBL method.

H0: The English proficiency and motivation of high school learners in hospital classrooms are not encouraged by the PBL method.

In this order of ideas, this research has three variables. The first one is the English proficiency of high school learners. The second one is the motivation of high school learners. The final one is the Project-based learning method. The initial two variables are dependent on the last one.

3.3 Population and sampling

The population of this study consisted of 9 high schoolers with a low proficiency level of English, who are currently in the program of hospital classrooms in the *Hope Foundation for children with cancer* in the city of Bucaramanga, Colombia. This non-probabilistic method of sampling was chosen for convenience reasons. Also, suggestions from the foundation were taken into account concerning which students were more available to participate. During the process of the investigation, it was evidenced the difficulties attached to this population. The procedure was not always linear and fluent due to students' health problems, which made them skip some stages and classes in order to go to the hospital.

As a result, 3 students who started the course could not finish it due to their medical condition getting worse to the point in which they could not even assist to classes.

3.4 Data collection instruments

The first data collection instrument is a needs analysis questionnaire (Appendix A). In this, students were asked about themselves, their environments, their families, and their surroundings. They also picked what they like regarding different areas such as their own interests, and the topics they like to see during their English learning process. This questionnaire was divided into 5 sections (Personal information, sociocultural context, electronic tools, likes/preferences, and English language knowledge) with 24 questions in total.

The second instrument was a questionnaire to measure how motivated students feel towards English learning and what are the things that boost that motivation (Appendix A). For

this questionnaire, a Likert scale was used to measure students' perceptions. This questionnaire consisted of 14 statements, where students answer how much they agree or disagree with them on a scale from 1 to 5. It was applied twice, at the beginning and the end of the intervention in order to compare results.

The Final instrument was an English proficiency test (Appendix B). This test was created by the developers of this study, and it was inspired by multiple tests that they have had on their English learning life. Taking into account the information collected about students' English level, this test evaluated 3 main aspects: grammar, vocabulary, and writing. Furthermore, a second English proficiency test (Appendix C) was applied at the end of the intervention in order to compare results. The main aspects evaluated were the same, but the number of questions increased as the progress of the students kept going up.

3.5 Resources and techniques for analysis

The data collection instruments were applied in google form formats to facilitate the delivery of these instruments due to the COVID-19 pandemic, as it eased the analysis of numerical data.

Although the data of the needs analysis and motivation questionnaires could be reviewed with the google form format, this was not the case for both (pre and post) English proficiency tests, which were analyzed manually. Findings were presented with statistical charts based on the results.

3.6 Activities executed

First stage: Data collection #1

Week 1: The *needs analysis* and *pre-motivation* questionnaires were applied during the first class.

Week 2: The *pre-test* questionnaire of English proficiency was applied, and the results were analyzed to know the student's current domain of the language.

Second stage: PBL unit creation

Week 3: Based on students' responses during the *needs analysis* and the *motivation* questionnaires, a Unit using the PBL method was created taking into consideration language topics such as *family members, colors, body parts, clothes vocabulary, present simple tenses, jobs, and places of the city.*

Third stage: PBL unit implementation

Week 4: The first project was one short investigation about students' family members and the creation of their respective family trees.

Week 5: The second project was about students looking for adjectives to describe animals and creating their favorite animal with recycled materials.

Week 6: The third project was a printed boy/girl doll that students dressed up with clothes designed by them. Then, they presented their dolls in front of the class while saying the clothes items with their respective colors and the body parts where each item was put.

Week 7: The fourth project was a mini interview where students asked all their family members about their jobs and their workplace in the city. Then, Students created a mini presentation where they showed the results of their interviews.

Week 8: The final project was a short story written by the students where they used all the vocabulary learned throughout the past weeks.

Four stage: Data collection #2

Week 9: The *post-test* of English proficiency and the *post-motivation* questionnaires were applied.

Five stage: Data analysis

Week 10: Students' answers were compared to the previous questionnaire's application data.

Six Stage: Findings and results

Week 11: Findings and results were written (highlighting everything), including numerical and graphical charts as evidence.

4. Results

The following paragraphs expose the results of this study after collecting the data with the instruments previously described. The results are divided into 7 different sections: the first section is a summary of the needs analysis answers with a brief description of each of the questions. The second section is a review of the pre-motivation questionnaire responses. The third section is a brief summary of student's initial scores in the pre-test of English proficiency. The fourth section is a description of the PBL unit and each one of the projects that were developed during this study. The fifth section is a review of the post-motivation questionnaire responses and their comparison with the first results. The sixth section is a brief summary of students' final scores in the post-test of English proficiency and their comparison with the first results. The final section is a conclusion to the hypotheses and variables that were previously formulated.

4.1 Needs analysis

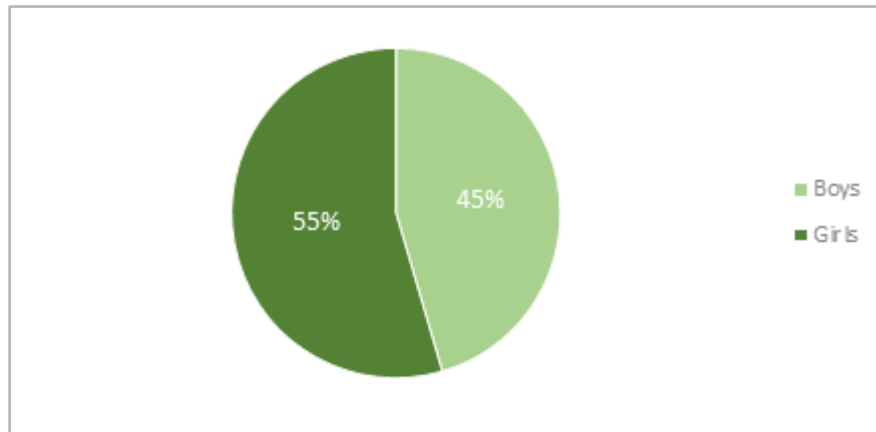
The virtual needs analysis questionnaire was available to students during the first class and for about one week, so all of them could answer the questions. The following paragraphs

present a brief analysis and description of the sections of the questionnaire and their corresponding answers.

4.1.1 Personal information.

Figure 2

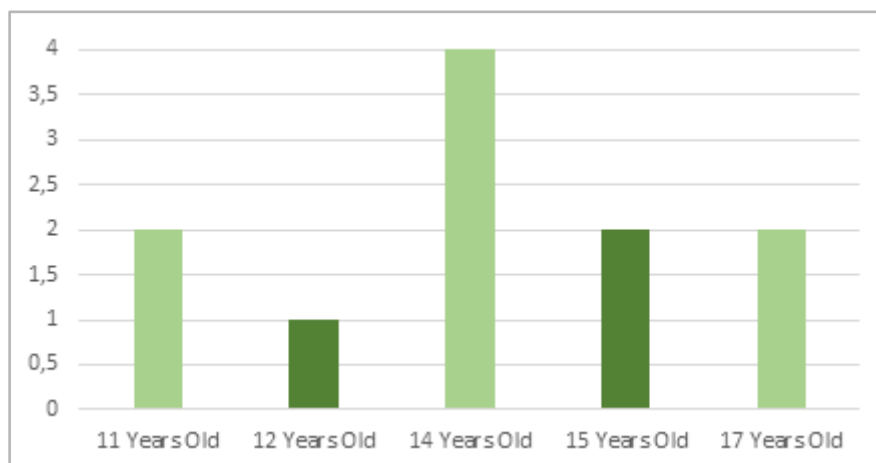
I am a (gender)



In the above graphic, it can be evidenced that the majority of the 11 students that participated in the needs analysis were boys, represented by 55%. On the other hand, the remaining 45% of respondents were girls.

Figure 3

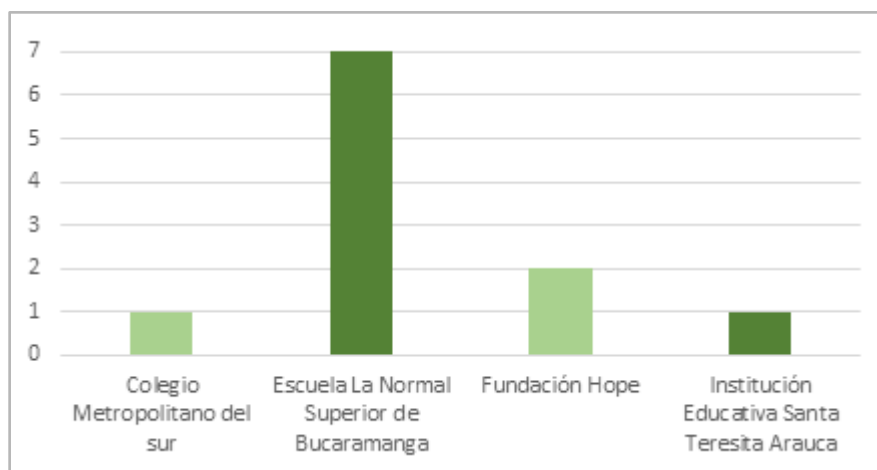
My age is



Regarding students' age, the biggest number was 14 years old - about 36,4%-. Moreover, it can be noticed that there were also 17 years olds (18,2%), 15 years olds (18,2%), 11 years olds (18,2%) and that only one student was 12 years old. The variation in age between the respondents affected group interests and likes since there is a big difference from 11 to 17 years old students.

Figure 4

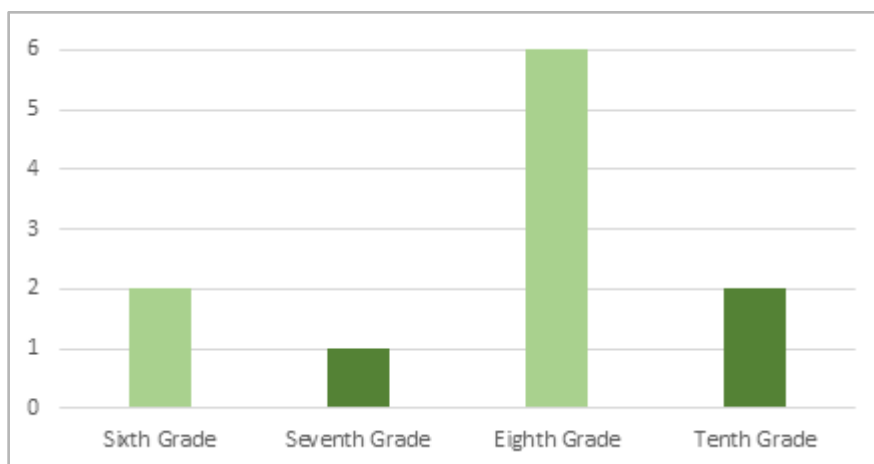
Where do I study?



In regard to the place where students currently study, it is noticeable that most of the students were from the *Escuela Normal Superior de Bucaramanga* (63,7%). The second biggest group of respondents answered that they only had classes at the *Hope Foundation* (18,2%), while the rest of the students were from the *Colegio Metropolitano del Sur* (9,1%) and the *Colegio Santa Teresita* (9,1%).

Figure 5

The school grade I am in is



As the graph shows, it can be seen that the vast majority of students were in Eight grade (54,6%). Additionally, 18,2% were found to be tenth graders, and another 18,2% were found to be sixth graders. The remaining 9% were in seventh grade.

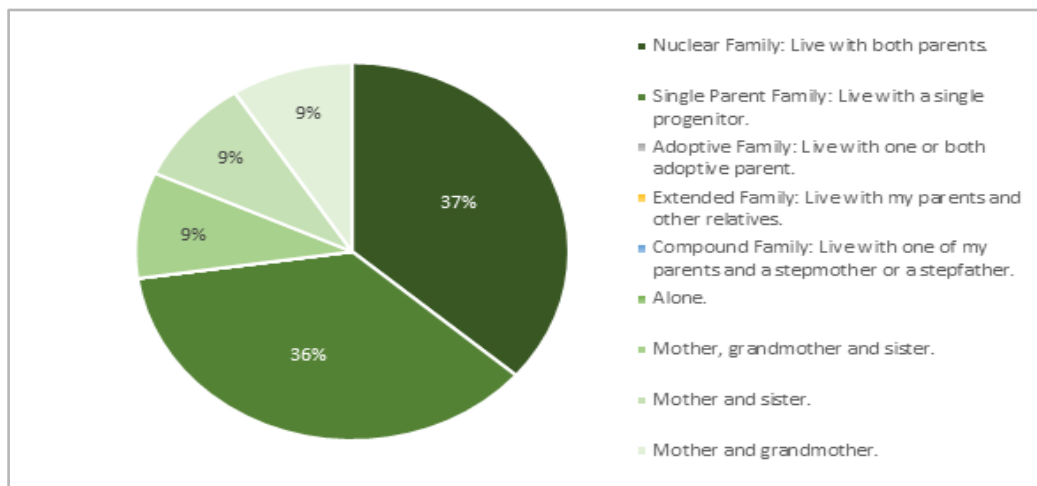
Place of residence

As this is an open question, it can be evidenced in students' answers that almost all of them live in the city of Bucaramanga and its metropolitan area, mainly in the neighborhoods *Junin, Miramar, Lagos, Cataluña, La Feria, Mutis, Cumbre, and Nuevo Sotomayor*. However, one student responded that his/her place of residence was in Ocaña (North of Santander), specifically in the neighborhood of *Santa Clara*.

4.1.2 Sociocultural context

Figure 6

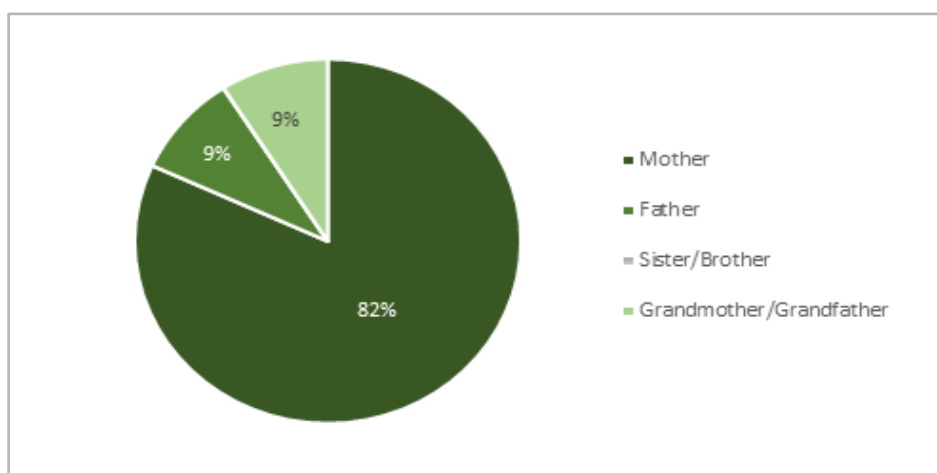
Type of family



As documented in the pie chart, 36% of students affirmed that they lived with a single-parent family. In contrast, another 37% of the respondents stated that they lived in a nuclear family with both parents instead. Other answers mention that 9% lived with their mother/grandmother/ sister, 9% with their mother/sister, and a final 9% only with their mother/grandmother.

Figure 7

Students' Guardian

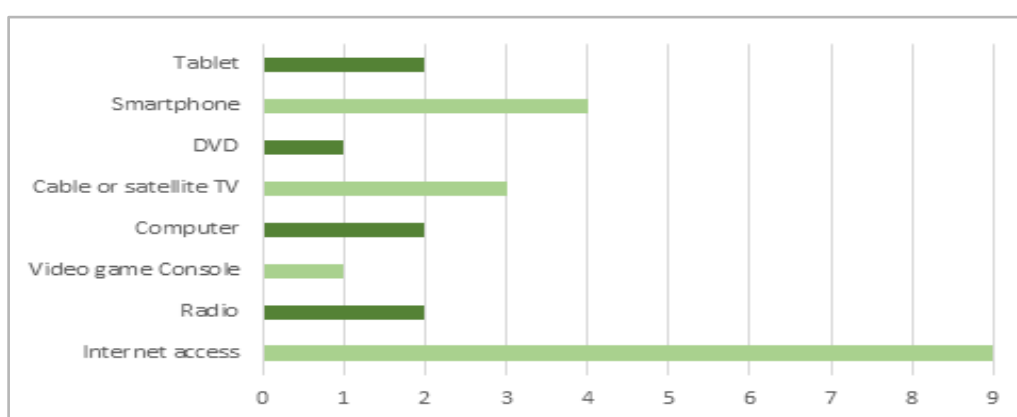


In relation to the previous chart, 82% of students report that the person in charge on their behalf is their mother, followed by 9% of students who inform that the father is their main caregiver. The remaining 9% mentioned other members of the family as their grandparents, either their grandfather or grandmother, which take this representative role.

4.1.3 Electronic devices

Figure 8

Do you have it at home?

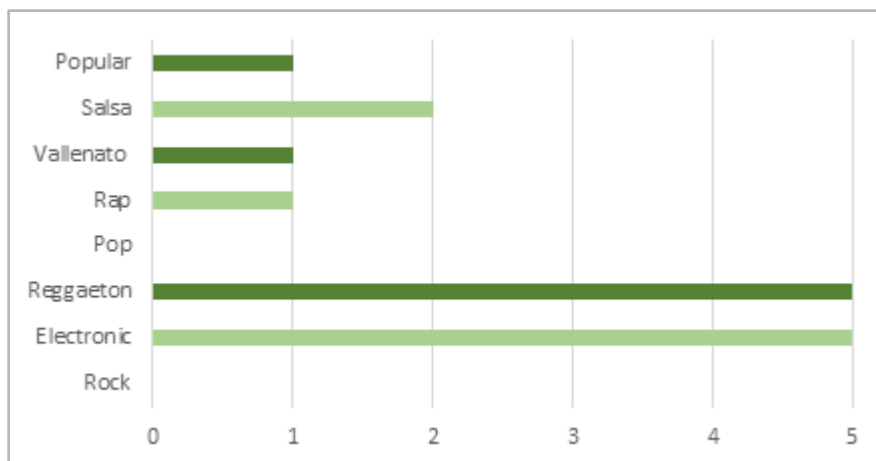


According to students' answers, the electronic devices that they had home were Internet access (81,8%), radio (18,2%), video games console (9,1%), computer (18,2%), TV (27,3%), DVD (9,1%), smartphone (36,4%) and finally, tablet (18,2%).

4.1.4 likes and preferences

Figure 9

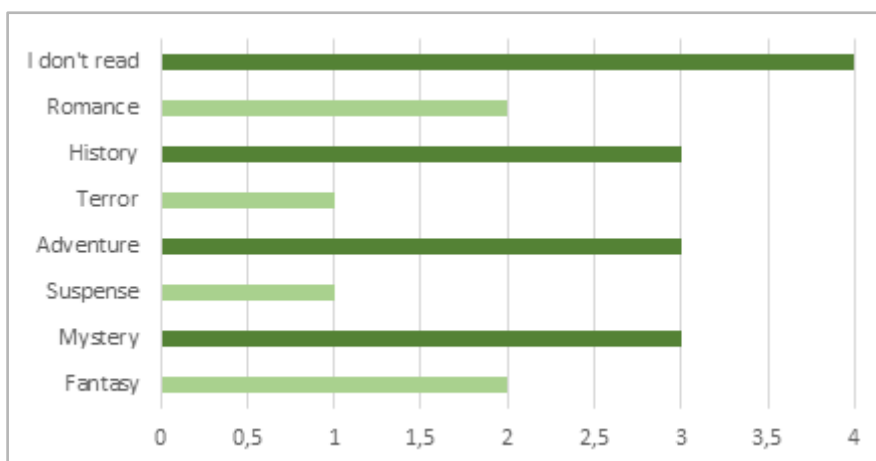
What is your favorite music genre?



As it can be seen in the chart, the music genre that students most preferred are Electronica (45,5%), Reggaeton (45,5%), Salsa (18,2%), Rap (9,1%), Vallenato (9,1%), and Popular (9,1%).

Figure 10

What literary genre do you like to read?

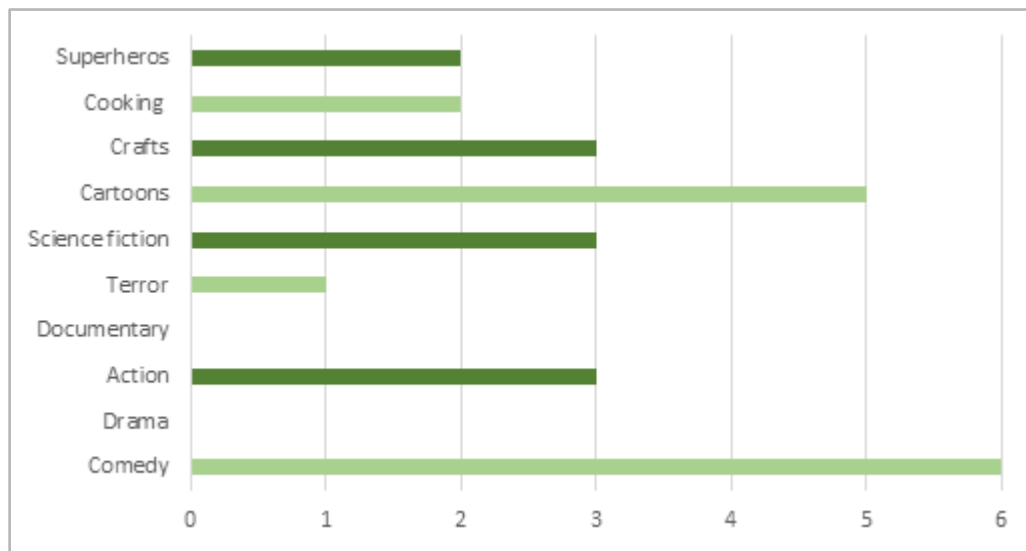


As it can be observed in the previous bar chart, most of the students claimed that they do not read (36,4%) which influenced the planning of some of the projects for the PBL unit. However, the remaining respondents stated that the literary genre that they liked the most were

Mystery (27,3%), Adventure (27,3%), History (23,7%), Fantasy (18,2%), Romance (18,2%), Suspense (9,1%), and finally Terror (9,1%).

Figure 11

What types of TV shows/series do you watch?

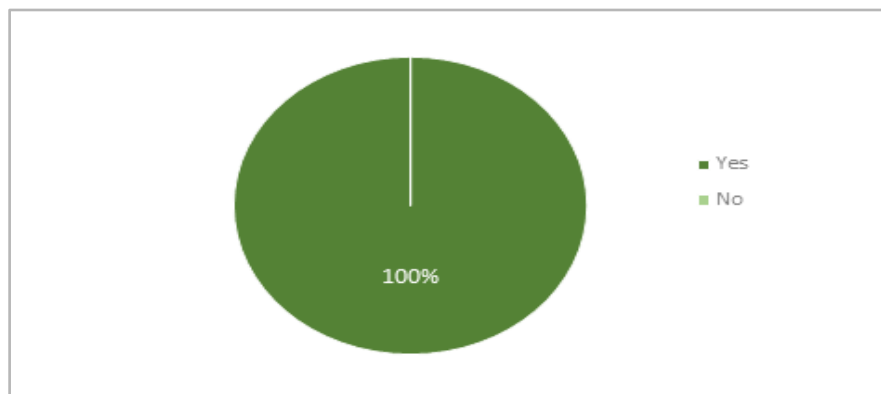


As the graphic reveals, the students surveyed mentioned that the types of TV shows/series they like to watch were Comedies (54,5%), Cartoons (45,5%), Action (27,3%), Science fiction (27,3%), Crafts (27,3%), Cooking (18,2%), Superheroes (18,2%), and finally Terror (9,1%).

4.1.5 English language Knowledge

Figure 12

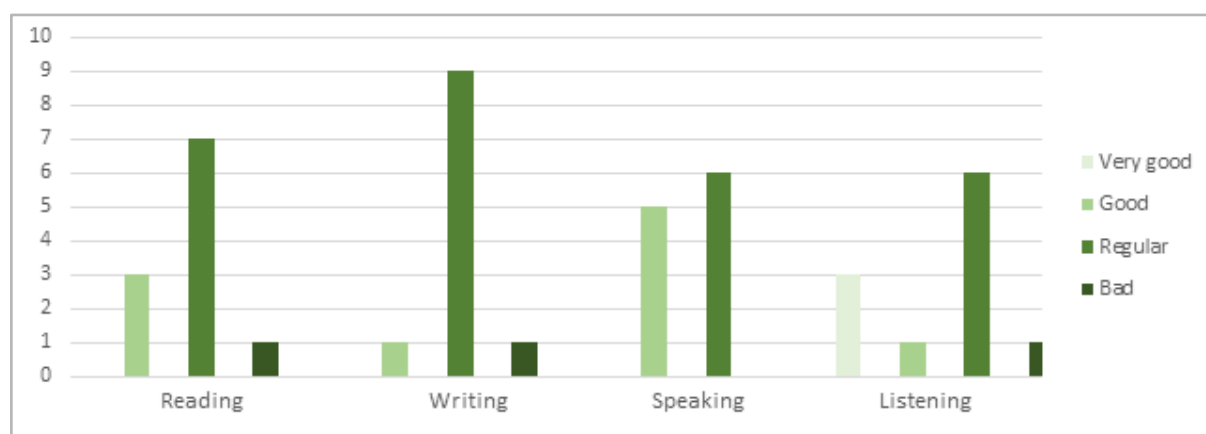
Do you think speaking English is important?



As it is presented in the graphic, a positive perspective about speaking English can be evidenced by students' responses. All respondents (100%) claimed that it is in fact important to speak a foreign language. This result shows that all the participants are aware of the importance of it, which can lead to an increase in the motivation to learn it.

Figure 13

Students' self-perceptions towards receptive and productive skills



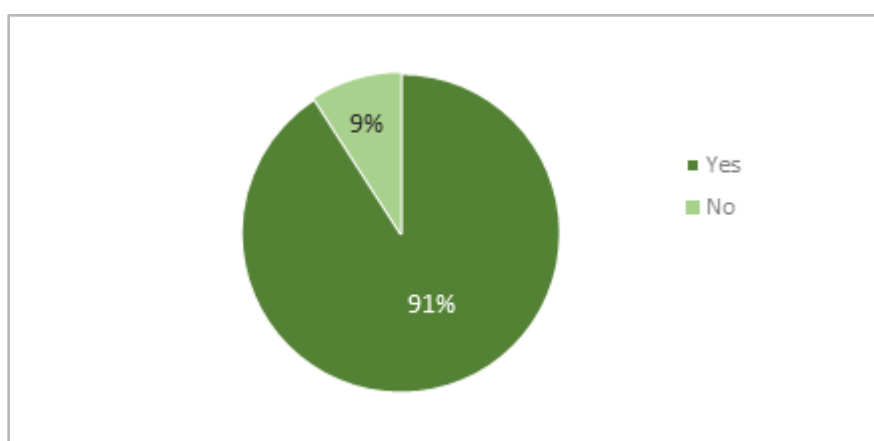
As can be seen in the graphic, the majority of students claimed that they perform regularly at the four skills. Concerning receptive skills, 3 students consider that they are good at reading, 7 students feel that they are regular at it, and 1 consider that he/she is bad. Regarding

listening, 3 students stated that they are very good at it, 1 said that he/she is good, 6 mentioned that they are regular, and 1 acknowledged that he/she is bad at it.

In regard to productive skills, 1 student considered that he/she is good at writing, 9 feel that they are regular at it, and 1 said that he/she is bad at that skill. Concerning speaking, 5 students reported that they are good at it, while 6 informed that they are mainly regular at it.

Figure 14

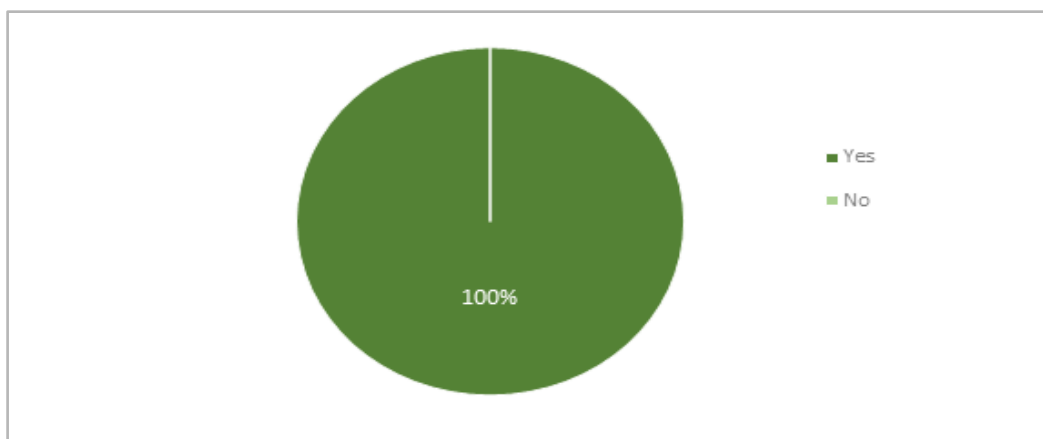
Do you consider that the English classes in your school are adequate?



As is evidenced in the graphic, there is a positive perception of students towards their English classes at their respective schools. The vast majority of respondents (91%) claimed that their English classes are adequate in regard to what they are taught. In contrast, a percentage (9%) of students stated that they don't consider that their English classes are adequate in the slightest.

Figure 15

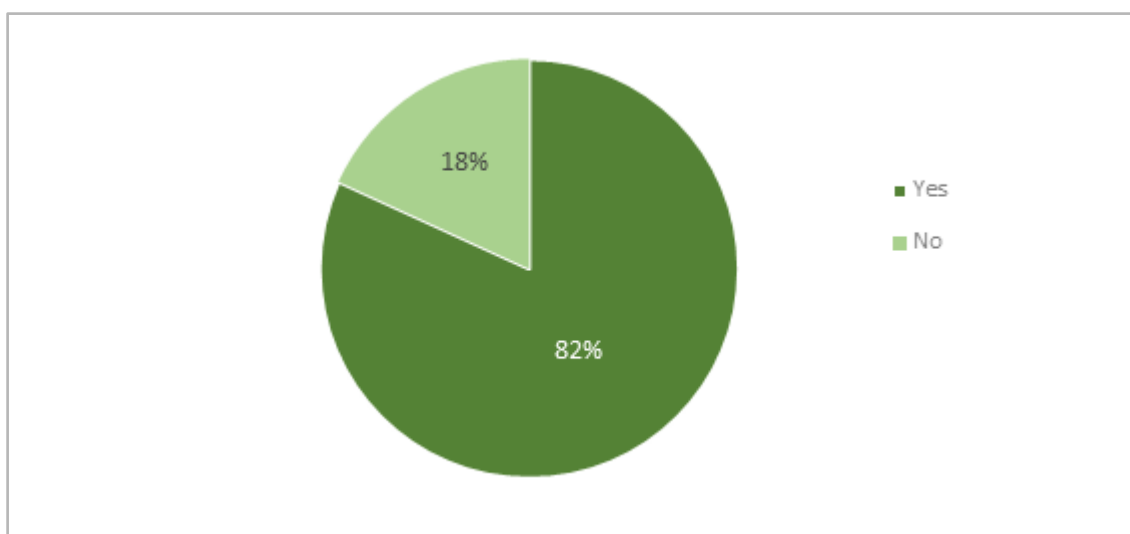
Do you consider that your English teacher is fully qualified to teach you the language?



As it is observed in figure 15, all of the respondents (100%) mentioned that their teacher was fully qualified to teach their English classes. However, having an adequate teacher does not mean that the learning of the language is fully adequate since the hours for learning it can vary from school to school, as can be seen in the following graphic.

Figure 16

Do you consider that the hours for learning English that you have per week are enough?

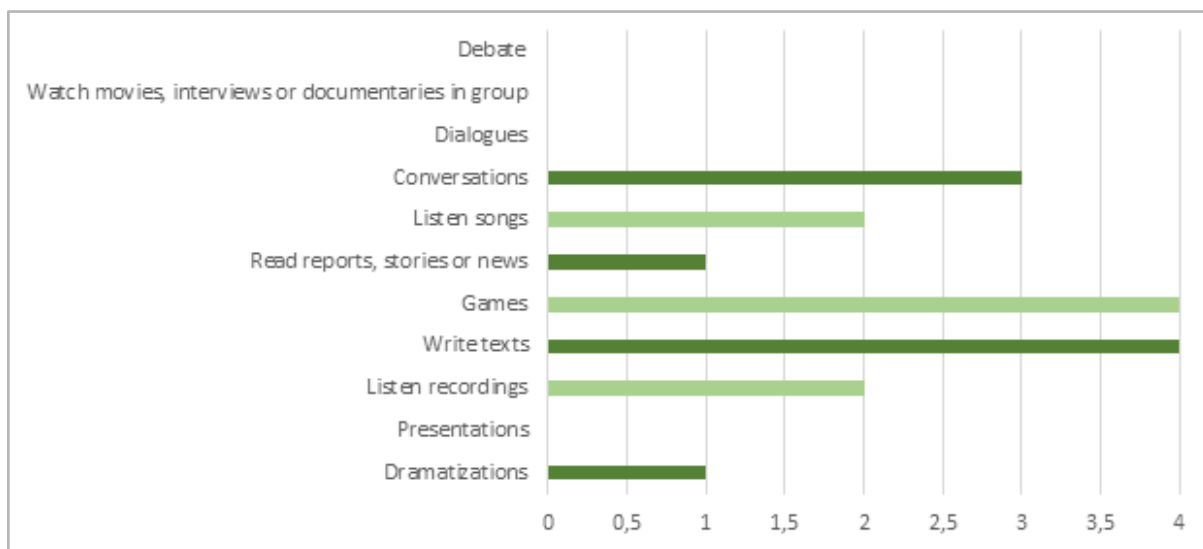


In relation to the previous chart, the big majority of students (82%) considered that the number of English hours that they had per week was enough for learning the language.

However, a percentage of respondents (18%) mentioned that the number of hours was not enough in order to sufficiently learn the target language.

Figure 17

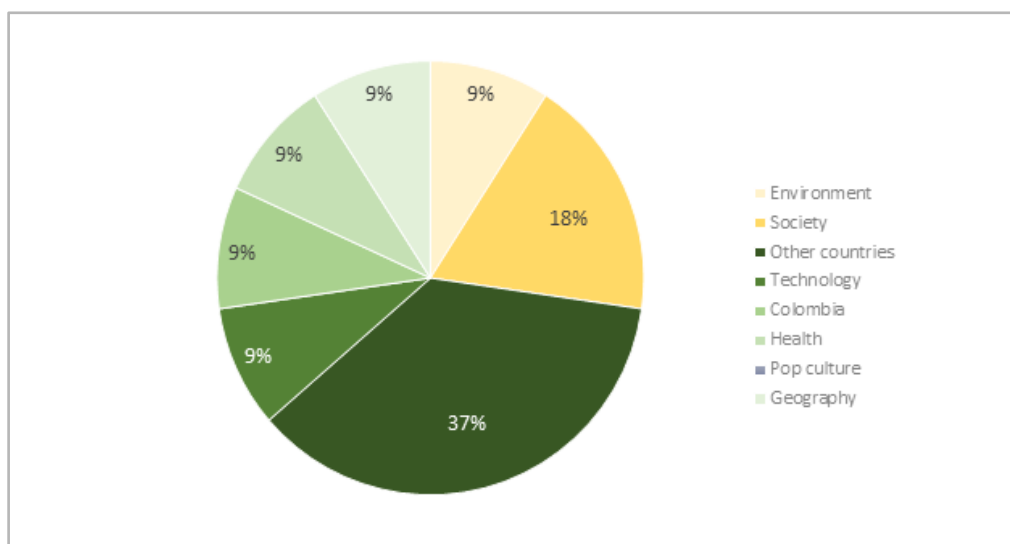
How would you like to learn English?



In regard to how students would like to learn English, respondents mentioned Writing texts (36,4%), Games (36,4%), Conversations (27,3%), Listening audios (18,2%), Listening songs (18,2%), Dramatizations (9,1%), and finally Read reports, stories or news (9,1%).

Figure 18

What topics would you like to learn about in class?



As can be seen in the pie chart, the majority of students would like to learn about other countries (36,4%). The second biggest number of respondents mentioned Society (18,2%), while the rest said Technology (9,1%), Colombia (9,1%), Health (9,1%), Geography (9,1%), and finally Environment (9,1%). These topics were taken into account at the moment of planning the PBL unit.

What were the last English topics you saw in class?

As this is another open question, it can be noticed that the majority of the students were seeing basic English topics at the moment of answering this questionnaire, most of them being related to vocabulary. These topics were *family members*, the *alphabet*, the three main tenses: *past*, *present*, and *future*, *greetings*, *body parts*, *colors*, and *Clothes*. This question was really important since these topics were taken as the base for the planning of the PBL unit in order to continue with what students were seeing in their current English classes.

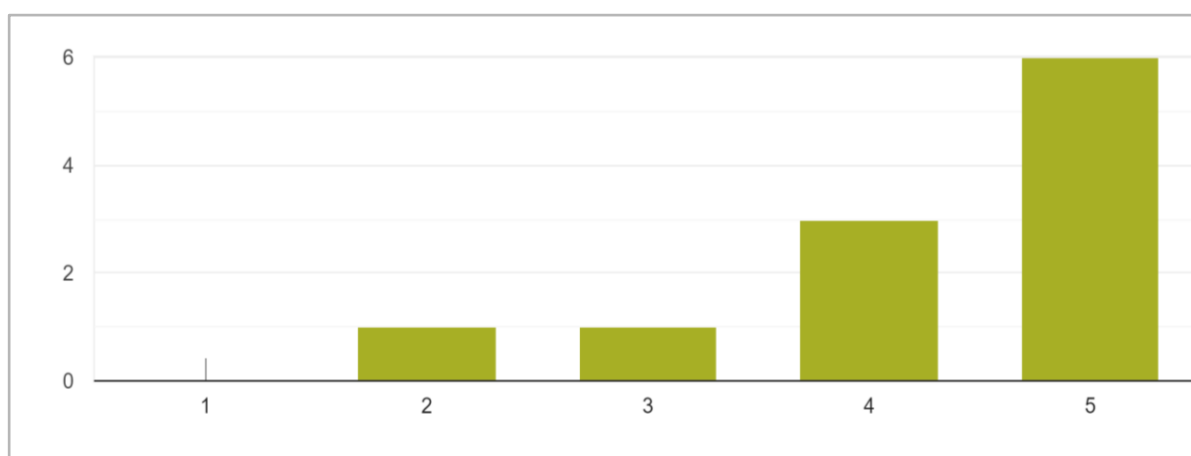
The needs analysis questionnaire was made in order to collect information on students' opinions, attitudes, and perceptions towards the target language and their English classes at their schools. In general, students recognized the key role of English and reported its involvement in their academic life. Furthermore, important aspects regarding students learning processes such as their dislike for reading, their self-perceptions towards productive and receptive skills, their willingness to learn the language through writing texts or playing games, and the topics they would like to see in their English classes were evidenced throughout their responses. The data collected with this instrument was essential for the developers of this study at the moment of creating the PBL unit.

4.2 Students initial level of motivation

The motivation questionnaire, like the pre-test, was available to students during the first class and for about one week, so all of them could answer the questions. The following paragraphs present a brief analysis and description of each of the statements and their corresponding answers.

Figure 19

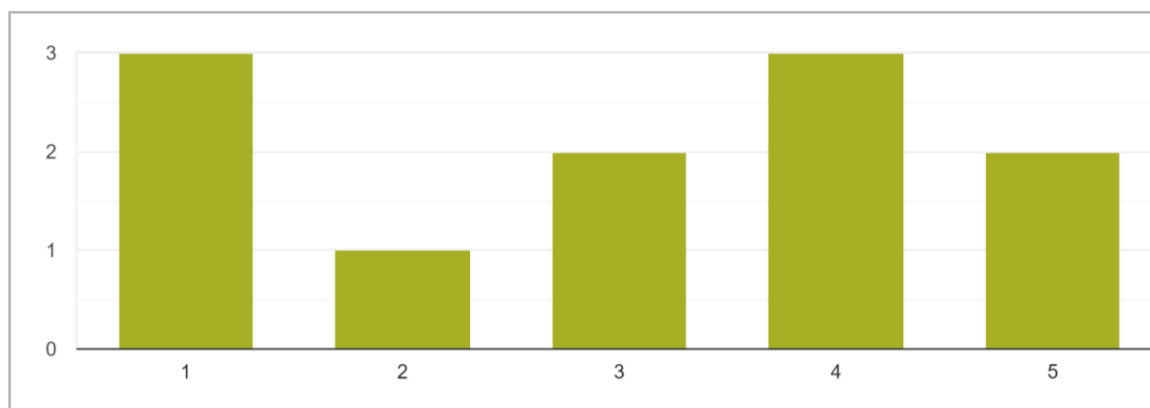
I enjoy studying English



The graphic reveals that in fact, the majority of students indeed enjoyed studying English. The biggest percentage mentioned that they strongly agree (54.5%) with the statement. The second biggest group informed that they agree (27,3%) agree with it. However, a small percentage stated that they are neutral (9,1%) and disagree (9,1%) with the statement.

Figure 20

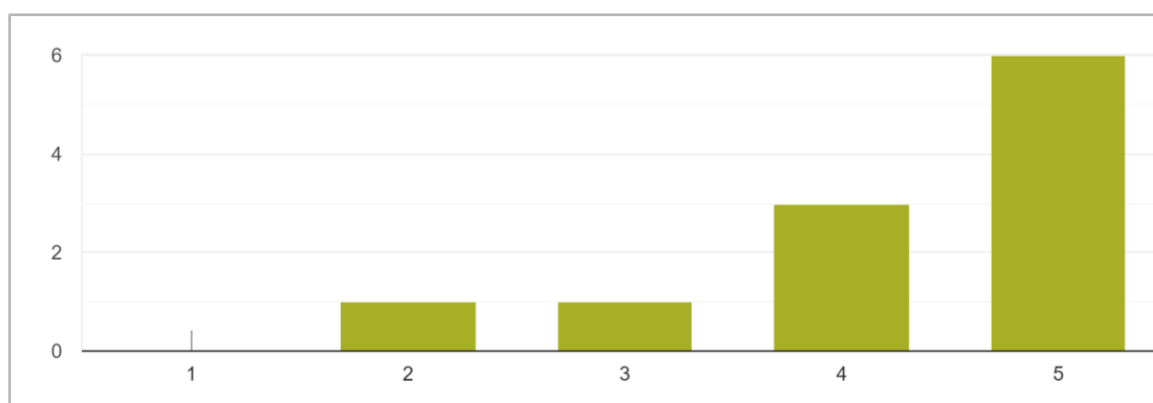
I only study English to pass the tests



In the above graphic, it is evidenced that students' perspectives are mixed towards studying English only to pass the tests. 18,2% of the respondents affirmed that they strongly agree, while 27,3% mentioned that they just agree with it. Moreover, another 18,2% stated that they are neutral to that statement. On the other hand, 9,1% acknowledged that they disagree, and 27,3% answered that they strongly disagree with it. These results reveal that half of the target population seemed to see English as an obligation in order to have good grades at school, which could have affected their participation in this study.

Figure 21

I study English for a job in the future

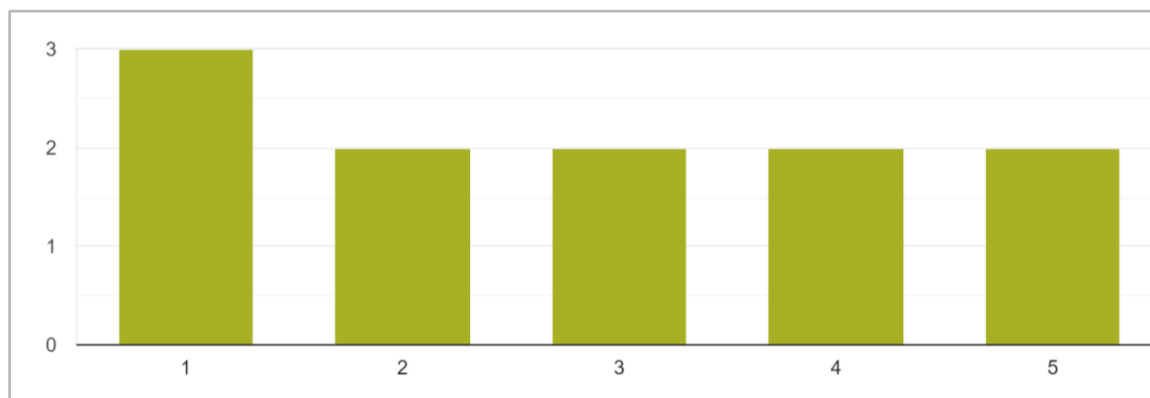


Regarding studying English for a job in the future, students seemed to have positive perspectives about it. The majority of respondents affirmed that they strongly agree (54,5%)

with the statement, while others mentioned that they agree (27,3%) with it. However, small percentages stated that they are neutral (9,1%), while the remaining percentage answered that they disagree (9,1%).

Figure 22

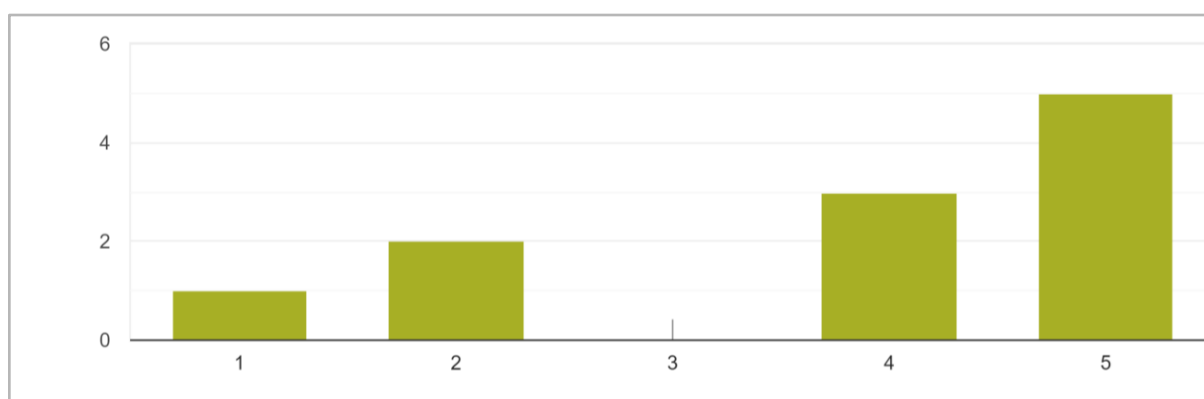
I see that everyone studies English, that's why I do it too



As seen on the above graphic, responses are mixed in regard to studying English since everybody does it. 27,3% of students reported that they strongly disagree with the statement, followed by 18,2% of students who mentioned that they only disagree. Furthermore, 18,2% informed that they are neutral, 18,2% stated that they agree and finally, 18,2% answered that they strongly agree. The implications of these results show the importance of learning environments and how this can influence students in their learning process.

Figure 23

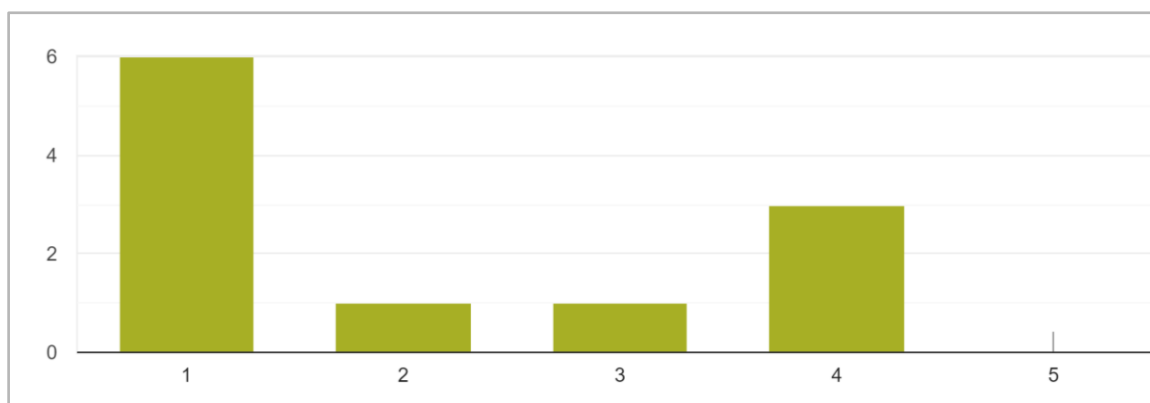
Being able to speak English makes me look cool



As documented in figure 23 and similar to previous graphics, respondents have a mixed opinion towards the statement. 45,5% of students reported that they strongly agree with it, while 27,3% informed that they just agree. In contrast, 18,2% mentioned that they disagree and 9,1% affirmed that they strongly disagree.

Figure 24

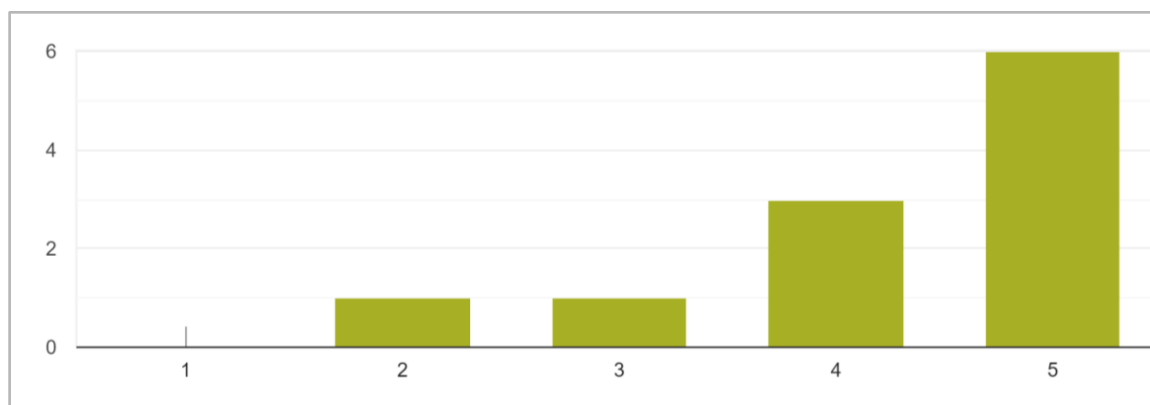
I study English because it's mandatory



In regard to the statement of studying English because it is mandatory, the vast majority of students answered that they strongly disagree (54,5%). Similarly, 9,1% reported that they disagree while another 9,1% affirmed that they are neutral towards it. Although most of the students disagree, a percentage in opposition stated that they agree with it (27,3%). It is important to highlight that these results are similar to the ones in figure 20 where it can be concluded that a percentage of students see English as an obligation.

Figure 25

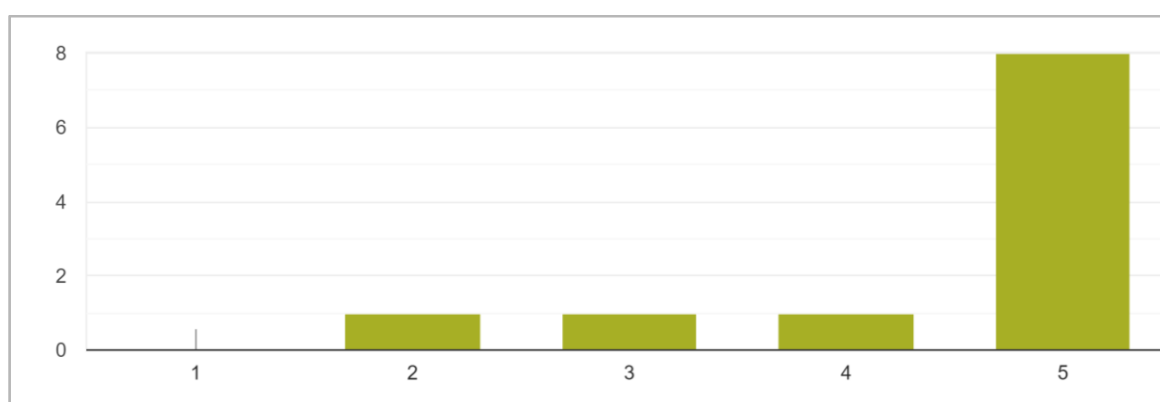
I wish I had more English classes



In relation to the previous graph, it can be evidenced positive perceptions of students towards having more English classes. 54,5% of the students surveyed strongly agree with having extra classes apart from the ones they already had in their schools, while 27,3% also agree with the idea. Even so, 9,1% of students mentioned that they are neutral about it, and also another 9,1% reported that they disagree. These last group answers are related to the ones in figure 16, in which they considered that the hours of English classes that they had were enough.

Figure 26

I would like to improve my English and use it occasionally

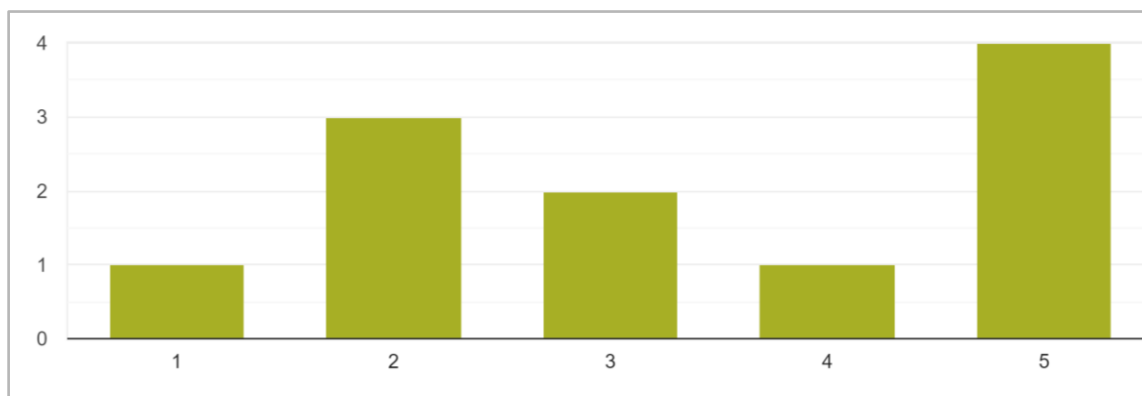


The previous chart presents students' perspectives regarding improving their English level for occasional use. It is shown that most of the respondents liked the idea presented in the statement. 72,7% of students reported that they strongly agree, while 9,1% also agree with it.

Similarly, 9,1% informed that they are neutral with the idea, and the remaining 9,1% mentioned that they disagree.

Figure 27

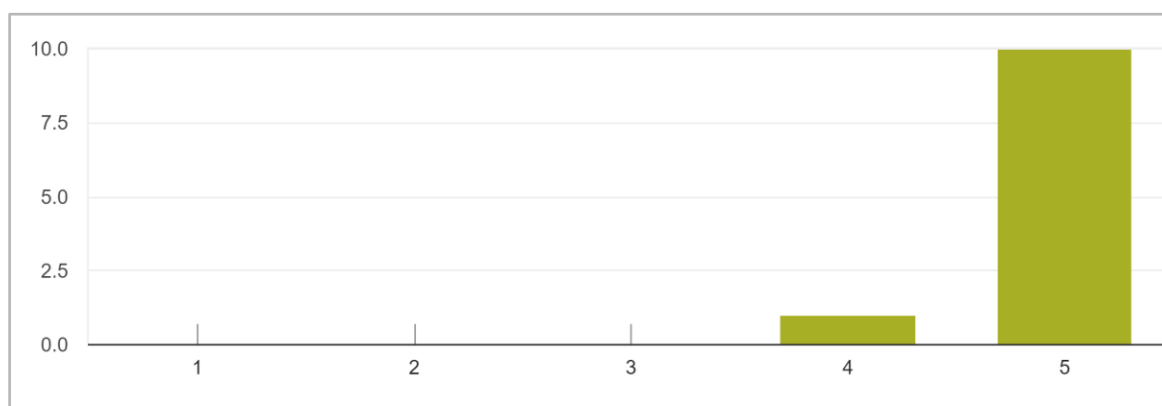
Learning English is a hobby for me



As is shown in figure 27, responses about the statement of learning English as a hobby are majorly mixed. The biggest group strongly agree with the idea (36,4%), followed by the second biggest group that disagree with it (27,3%). The remaining responses reported that they are neutral (18,2%), they agree (9,1%) and they strongly disagree (9,1%) towards it.

Figure 28

I want to learn English to go to another country

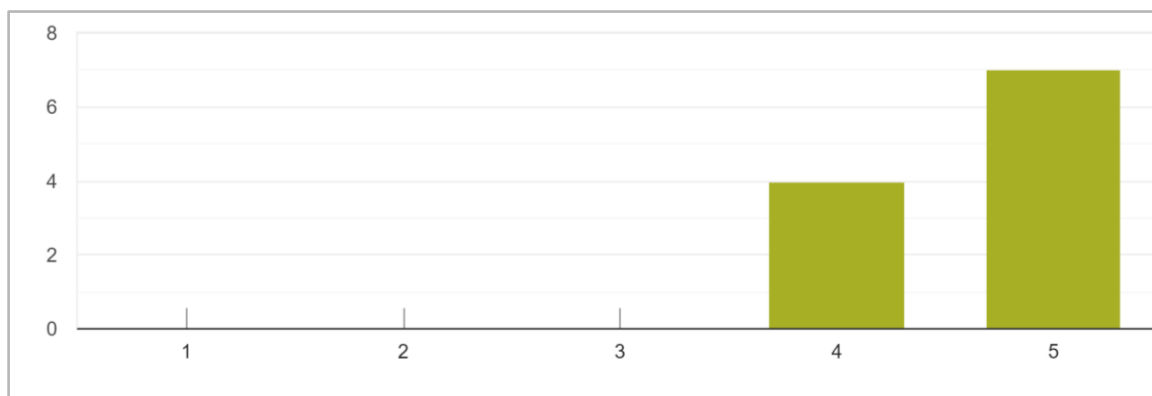


The analysis of this chart clearly shows the desire of students to use the target language as a tool for going abroad. 90,9% of respondents informed that they strongly agree

with the idea, followed by 9,1% that only agree. These results imply that students are aware of the key role that English plays when it comes to global communication.

Figure 29

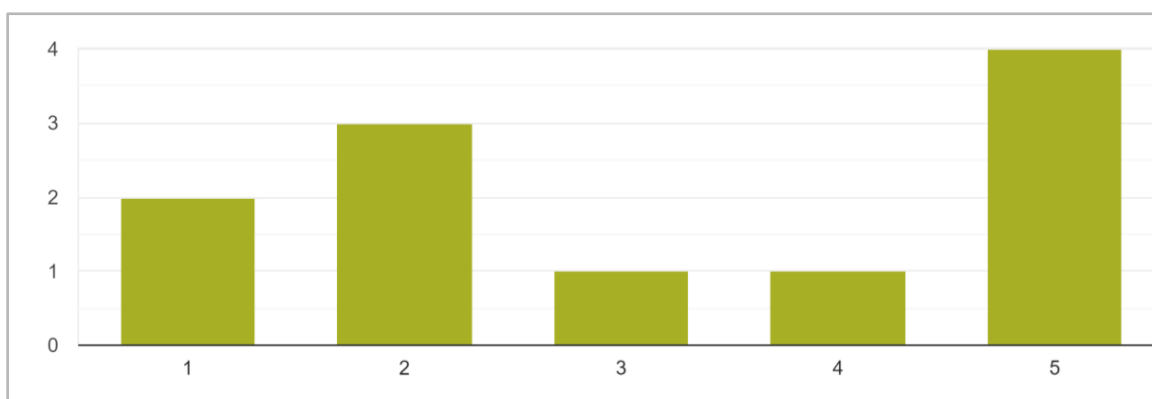
It feels (would feel) great to speak English better than other people



As can be observed in the graphic, students' perspectives towards speaking English better than other people are highly positive. The vast majority reported that they strongly agree with the idea (63,6%), while the remaining percentage informed that they agree with it (36, 4%). The implication of these results shows that peer competitiveness is one factor that motivates students for learning the language.

Figure 30

I enjoy listening to music in English or watching series in English

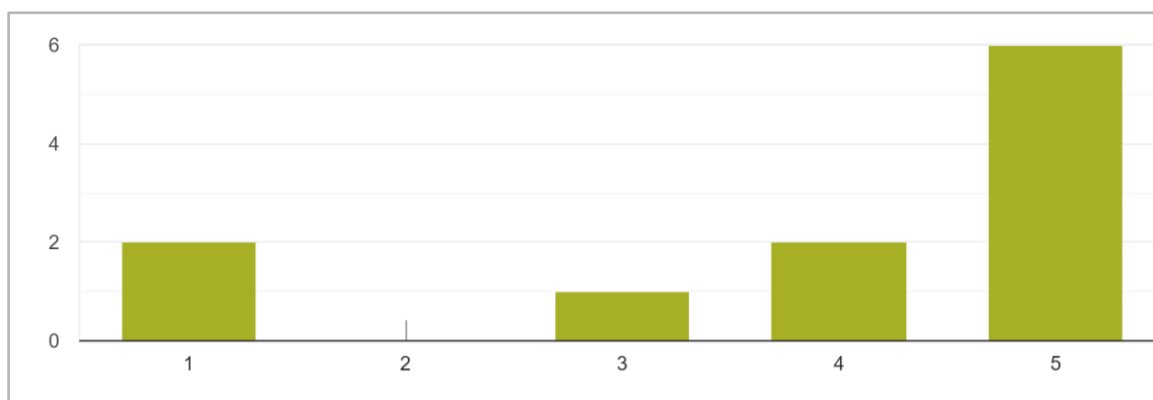


As it can be observed in the previous chart, students' attitudes in regard to listening to music or watching series in English are varied. The biggest group of respondents mentioned

that they strongly agree with the statement (36,4%), followed by the second group who disagree (27,3%). Similarly, 18,2% of students reported that they strongly disagree with the idea, while 9,1% mentioned that they felt neutral. The remaining 9,1% of students affirmed that they agree with it.

Figure 31

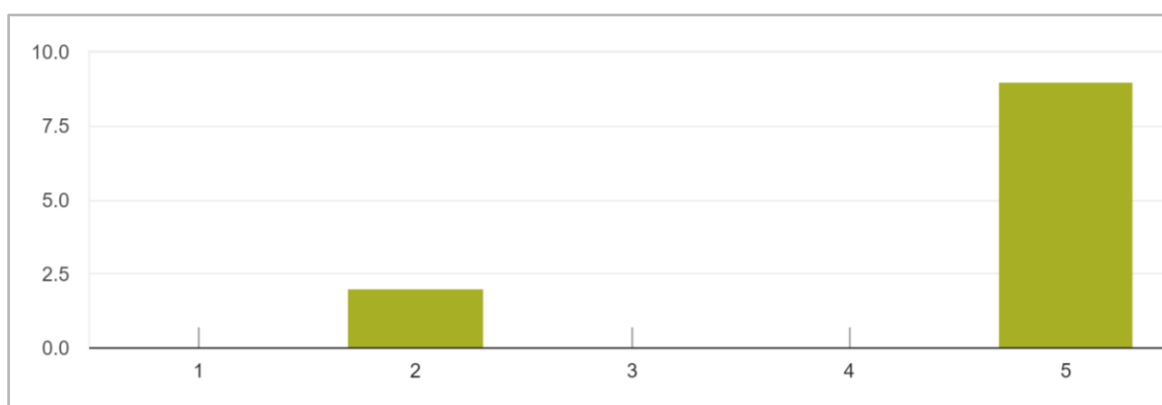
My relatives praise me when they see that I am good at English



The previous chart revealed students' answers towards if they are praised or not according to their academic performance in the target language. 54,5% of the respondents reported that they strongly agree with the statement, followed by 18,2% of students who informed that they agree with it. In contrast, 18,2% mentioned that they strongly disagree with the statement, while the remaining 9,1% acknowledged that they felt neutral.

Figure 32

I am motivated to learn English



The above graphic reveals the results of the most important question in this section, which was students' initial self-perception of motivational levels for learning English. The vast majority of students reported that they strongly agree with being motivated (81,8%). Nevertheless, the remaining percentage of students mentioned that they disagree with being motivated (18,2%). These results prove that most of the participants were motivated to learn the language at the beginning of this study.

Overall, students' responses were surprisingly positive towards the statements asked in the motivation questionnaire. The majority of respondents reported that they enjoyed learning English as a whole. Although some of them mentioned that they do not study English only to pass tests, some others confess that they do study the language with that purpose. Similarly, most of the students stated that they studied English in order to find a job in the future and clarify that they not only studied it because everyone does it too. Likewise, a vast part of the students reported that speaking English made them look cool, that they do not consider it mandatory to learn the language, and that they would like to have more English classes in order to improve their proficiency in it in order to use it occasionally. In addition, a big percentage of students claimed that they consider learning English a hobby, that they studied it to go abroad, that it would feel great to speak English better than others, that they enjoyed listening to music or watching TV in English, and that they are praised when they perform well academically in that language. Finally, the majority of the respondents informed that they felt motivated to learn the language in general. The results of this pre-motivation questionnaire highlighted a positive attitude of students towards the language and their willingness to learn, which was a key factor when they had to complete the PBL unit.

4.3 Students initial level of English proficiency

As mentioned before, the pre-test was created by the developers of this study, and it was inspired by multiple tests that they have had on their English learning life. Taking into account the information collected about students' English level, this test evaluated 3 main aspects: grammar, vocabulary, and writing. Additionally, the test was divided into 6 sections: *Greetings, family members, colors, body parts, clothes, and present simple*, as these were the topics last seen by students in their schools.

The pre-test was applied during the same first class where the needs analysis and motivation questionnaires were carried out. It was sent to students by the WhatsApp group of the class, and students had two hours to solve it. The following table shows students' scores after completing the test.

Table 1.*Students' scores on the pre-test*

	Pre-test score
Student 1	0
Student 2	5
Student 3	5
Student 4	5
Student 5	4,9
Student 6	3,1
Student 7	3,3
Student 8	0,6
Student 9	1,6

Note: The results go from 0 to 5 where the minimum to pass is 3

As can be observed in table 1, 78% of the students were able to pass the test with little difficulty while 22% got bad scores on it. The vast majority did great in all sections except the last one, *present simple*. The section was divided into three different parts: *verb conjugation*, *filling the gaps*, and *writing a short paragraph*. It seemed like the majority of students weren't familiar with the topic since most of them ignored it or just simply did not understand the section. Based on this, the developers of this study dedicated an entire class to reinforce

students' knowledge about the topic, and at the same time, a final project to improve their writing skills.

The resulting students' scores indicated that the majority of the target population were in a level A1 of English proficiency at the moment where this test was applied.

4.4 Project-based learning unit:

As it was mentioned before, the implementation of a project-based method of learning is intended to increase students' motivation. Based on that, multiple small projects were made through the course of this study. These projects consisted of grammatical components as well as playful, creative, and artistic components. Some students expressed their love towards the "Do it yourself" projects which was our lead to create every class around one small project.

The following paragraphs present a brief summary of what the projects were about, how students reacted to them, and the final results with teachers' perspectives on them.

4.4.1 Family tree

This project came along with the family members' vocabulary, words like mother, father, brother, and sister were taught together with a practical methodology in which students after seeing multiple examples of the vocabulary would say who they live with. Although all the vocabulary was seen in class, the family project itself was not made, this is due to factors of the foundation. Kids were required by the hospital to go and have activities that were targeted only for them, making it impossible to prioritize this project and pushing us to move forward on the plan.

4.4.2 Animals and favorite animal craft

Two classes were made in order to introduce a topic about animals, for this unit students were asked to create a small representation of their favorite animal using recycled material available at home. During this project, all of the students participated and introduced their

favorite animals to the class. Students seemed to be really motivated to do crafts and to participate during the intervention, which was evidenced in their involvement in the class. At this moment of the PBL unit implementation, none of the students had missed class individually, making their progress equal as well as their motivation.

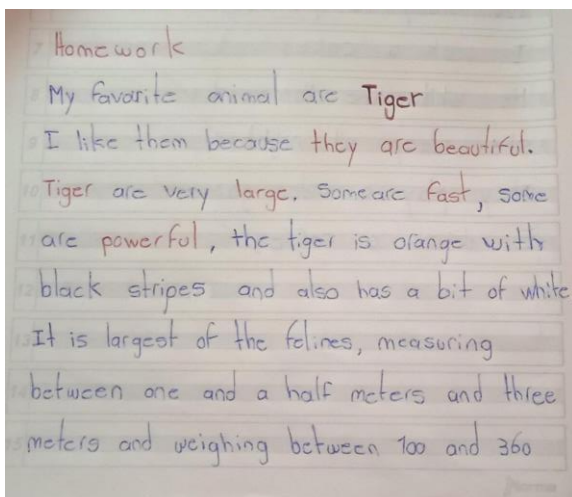
Figure 33

Student's favorite animal representation



Figure 34

Student's script to present the project to the class



4.4.3 Clothing and colors

For this project, students were introduced to the colors and different types of clothing, both the ones they already knew and some new ones. During this section of the PBL unit, methodologies like realia were used frequently where the constant reinforcement of knowledge and probing questions were a big part of students' English acquisition. Although some students missed classes, which made the process more difficult, half of the students were able to finish this project. As seen in figure 35, a pdf with a big picture of a kid was sent to the parents via WhatsApp, for them to print and cut it. After that, Students had to create different and varied outfits with different pieces of clothes for their kids using printed images of clothing or simply by drawing them. Subsequently, they had to do a short presentation where they had to name every part of their outfit created and the colors they used in it.

This project was almost at the same level of difficulty as the previous one. However, it took a lot of supervision from the teachers, since most students have missed class for medical reasons.

Figure 35

Student's project based on their favorite clothing

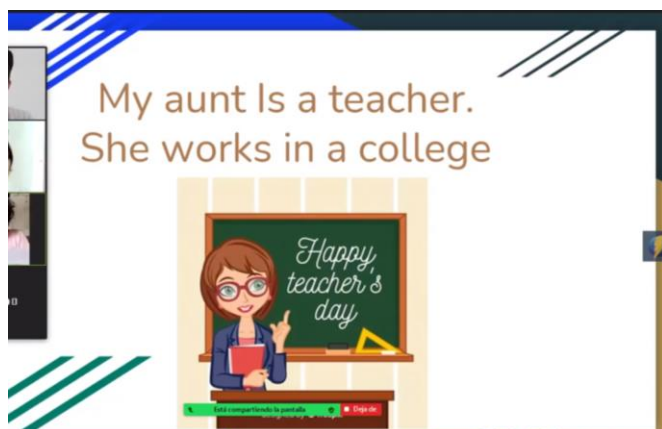


4.4.4 Family interview

In this project, elements from past interventions were taken into account to reinforce them and add new topics as jobs, and places in the city. In order to achieve this, multiple slides were created to manage visual guidelines and give students a better system to remember and to relate the new vocabulary with their meaning, and also the relation of it in their context. To improve this relation of vocabulary and their context in their daily life, the activity developed during this project was to interview the family members that students live with. In this interview, students asked their family members about their jobs, and where their workplace is in the city. After collecting that information, students created slides in which the requirement was to make them visually appealing. All of the students participated actively and presented their slides in front of the class. proving that their products were outstanding.

Figure 36

A student is presenting her family interview



4.4.5 Creativity and stories

Having in mind the role that PBL plays in learning, and as Simpson (2011), stated: "Project-Based Learning can improve the four basic language skills: listening, reading, writing, and speaking". For this purpose, a project was proposed based on the findings of the pre-test, where students presented some difficulties with the writing exercise. In this final project, students would make use of all the learning they have acquired so far, and the opportunity to

create something of their own that does reflect their interest, their life, their experiences, and their progress throughout the classes.

Students had to write an original story using fictional or real-life characters, with a beginning, a climax, and an ending. The story could have been handwritten or through a computer and presented in front of the class. During the creation of this project, the accompaniment of the teachers was constantly making sure students had all the tools and understanding of it.

It is worth mentioning that in this stage of the PBL unit, having class was more complicated taking into account the health conditions of the students which were progressively getting worse. This was our last project, but not all students were able to finish it.

Figure 37

Student's final project

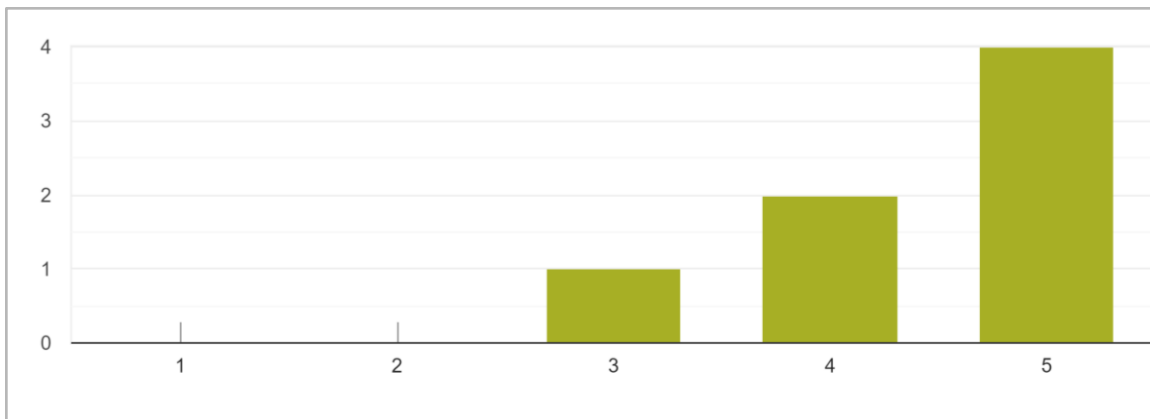


4.5 Students current level of motivation

The same motivation questionnaire was implemented during the last class, the difference was that this time they had to solve it during the class time in one hour. The following paragraphs present a brief analysis and a description of each of the statements, their corresponding answers, and a comparison with students' initial answers.

Figure 38

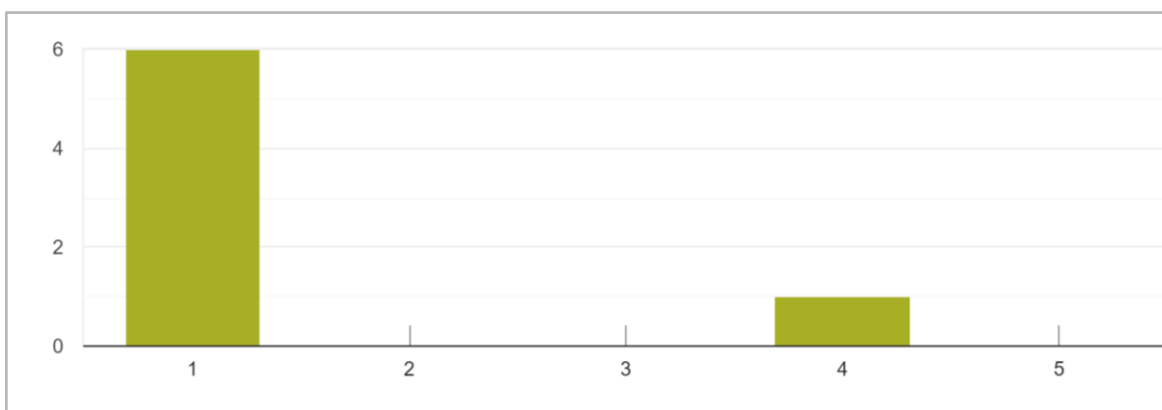
I enjoy studying English



In the above graphic, it can be evidenced that the vast majority of students enjoy studying English. 57,1% of students reported that they strongly agreed with the statement, followed by 28,6% that agreed. The remaining 14,3% acknowledged that they are neutral. The implication of these results in comparison with figure 19 shows an overall increase in students' agreement with the statement.

Figure 39

I only study English to pass the tests

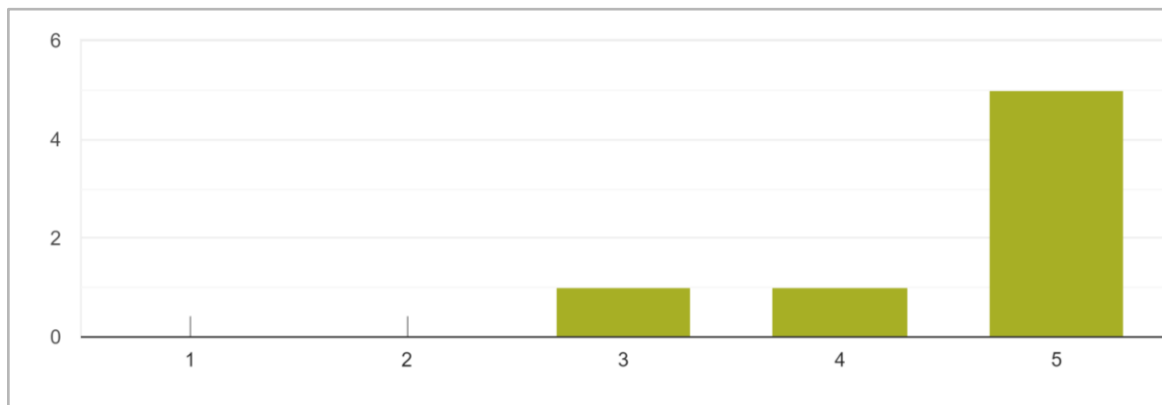


In regard to the statement of only studying English to pass tests, most of the respondents had a negative perspective of it. 85,7% of students answered that they strongly disagree with

the idea. In contrast, 14,3% mentioned that they agree with it. The previous results in comparison with figure 20 evidenced an overall decrease in students' agreement with the statement.

Figure 40

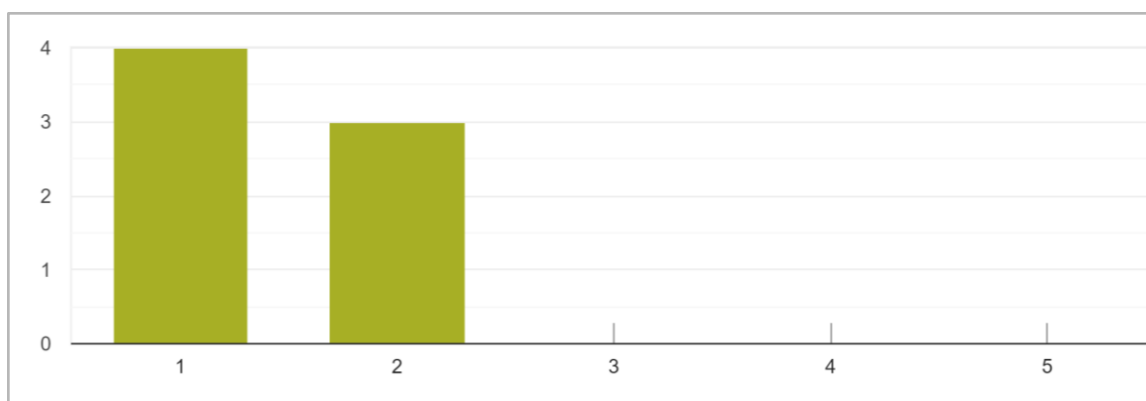
I study English for a job in the future



As the graph shows, the idea of studying English in order to find a job in the future is positively perceived by students. 71,4% of students stated that they strongly agreed with the statement, followed by 14,3% who agreed with it. Opposite to this, 14,3% of the students found themselves in a neutral position towards it. The implication of these results in comparison with figure 21 shows an overall increase in students' agreement with the statement.

Figure 41

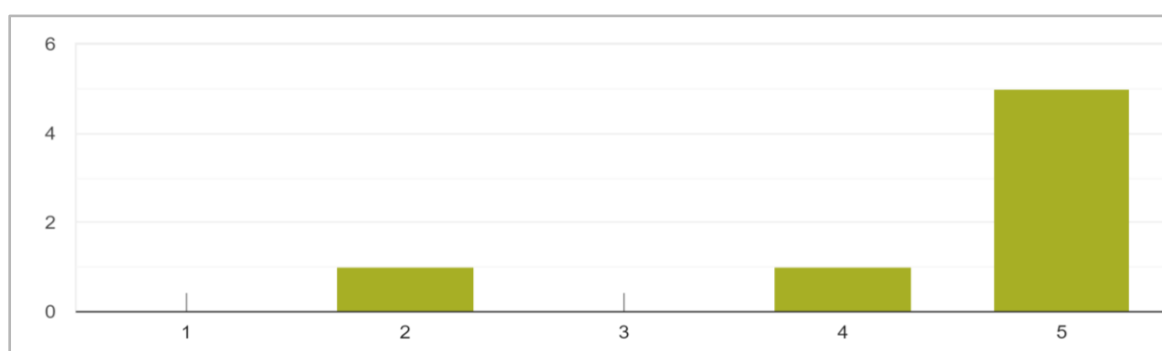
I see that everyone studies English, that's why I do it too



As documented in the chart, the concept of studying English only because everyone does it, is seen negatively by the students. 57,1% of respondents informed that they strongly disagreed with it. Similarly, 42,9% reported that they disagree with the concept. The previous results in comparison with figure 22 evidenced an overall decrease in students' agreement with the statement.

Figure 42

Being able to speak English makes me look cool

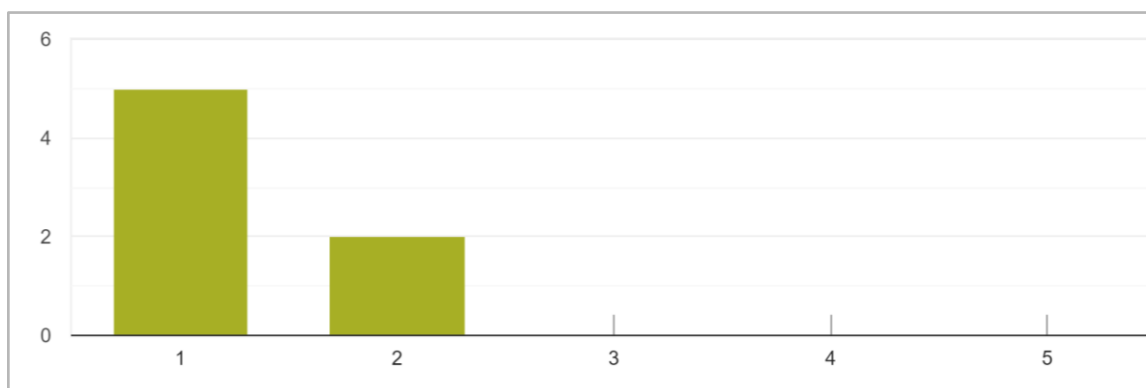


In relation to the previous graphic, students have mixed opinions, but mostly positive towards the statement. 71,4% of respondents mentioned that they strongly agreed with it, followed by 14,3% that agreed too. However, the remaining 14,3% disagreed with the

statement. The implication of these results in comparison with figure 23 shows an overall increase in students' agreement with the statement.

Figure 43

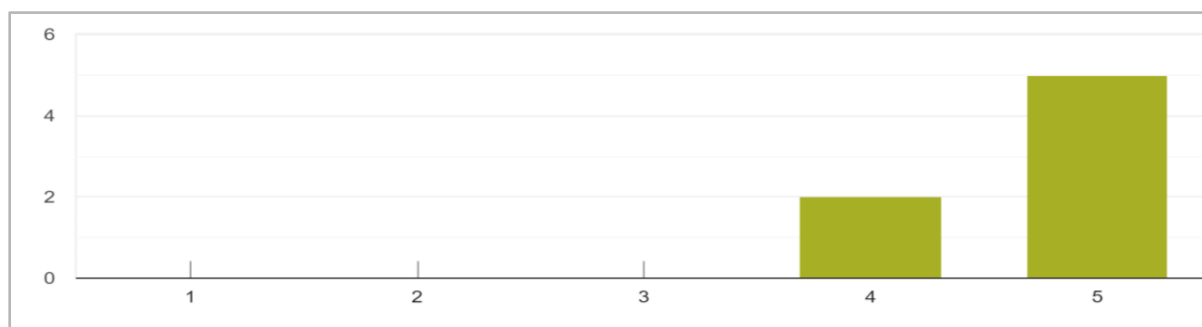
I study English because it's mandatory



As it can be observed in the graphic, the vast majority of students have a negative perspective regarding this concept. The biggest group mentioned that they strongly disagreed with it (71,4%), followed by the second group who reported that they only disagreed (28,6%). The previous results in comparison with figure 24 evidenced an overall decrease in students' agreement with the statement.

Figure 44

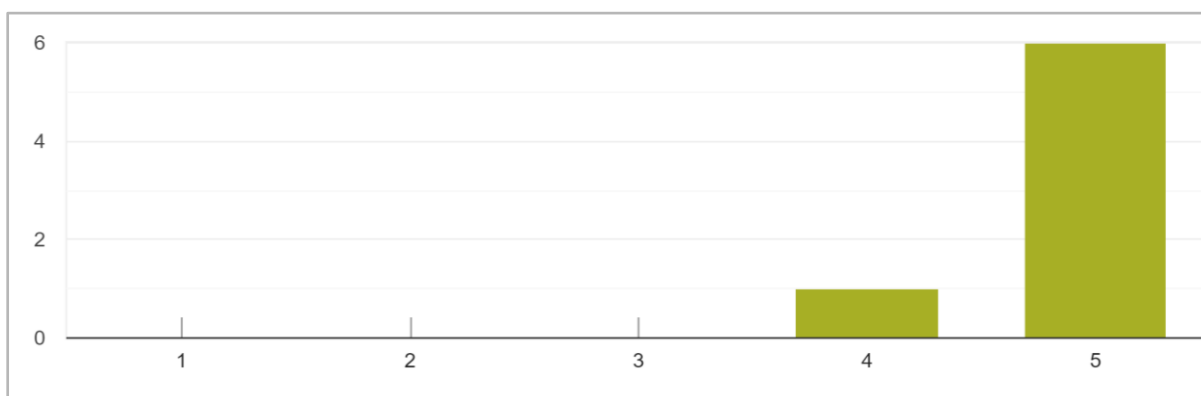
I wish I had more English classes



As it is evidenced in the graphic, most of the students acknowledged positively the idea of having more English classes. 71,4% of the respondents stated that they strongly agreed with the idea, followed by 28,6% who said that they agreed. The implication of these results in comparison with figure 25 shows an overall increase in students' agreement with the statement.

Figure 45

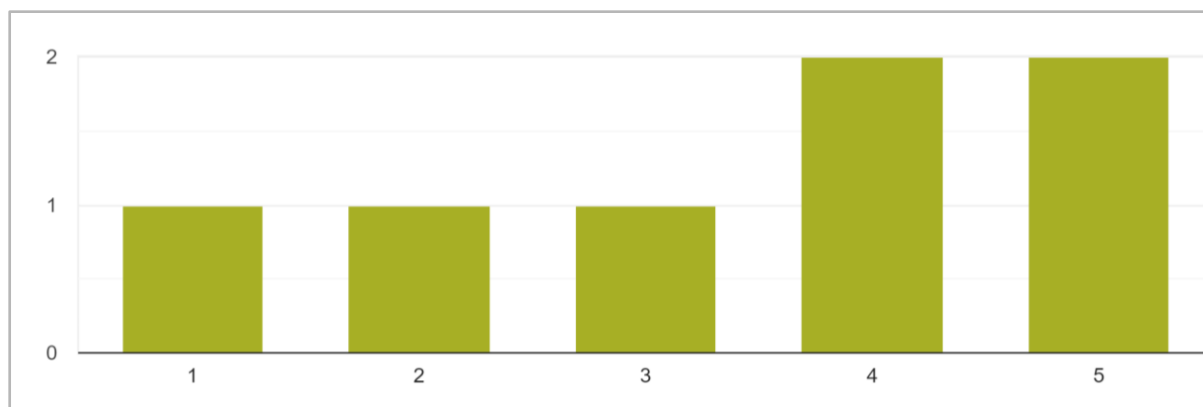
I would like to improve my English and use it occasionally



Regarding the statement of improving the English level for using it occasionally, most of the respondents have a positive perspective towards it. 85,7% of students affirmed that they strongly agreed with it, while 14,3% mentioned that they agreed. The implication of these results in comparison with figure 26 shows an overall increase in students' agreement with the statement.

Figure 46

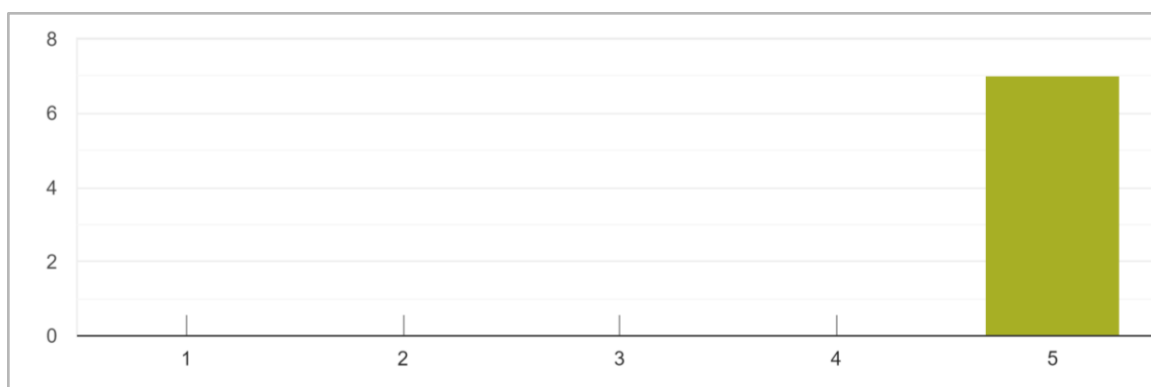
Learning English is a hobby for me



As it is evident in the graphic, students present a mixed perspective towards the idea of Learning English as a hobby for them. The biggest group mentioned that they strongly agreed with the idea (28,6%), followed by the second group who reported that they agreed (28,6%). Moreover, a percentage of students informed that they are neutral towards it (14,3%), while an equal percentage stated that they disagreed (14,3%). The remaining percentage answered that they strongly disagree with the idea (14,3%). These results in comparison with figure 27 show mixed perspectives in students' agreement with the statement. Although items 1 and 4 increased, items 2,3, and 5 decreased. The previous may imply a change in students' perspective towards learning English as a hobby.

Figure 47

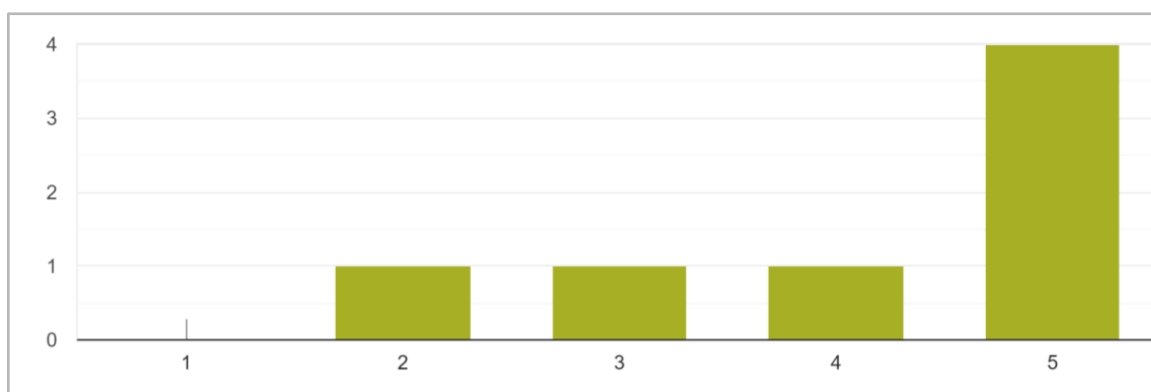
I want to learn English to go to another country



As observed in figure 47, students have a positive perspective towards the statement of learning English in order to go abroad. 100% of respondents reported that they strongly agreed with the statement. The implication of these results in comparison with figure 28 shows an overall increase in students' agreement with the statement.

Figure 48

It feels (would feel) great to speak English better than other people

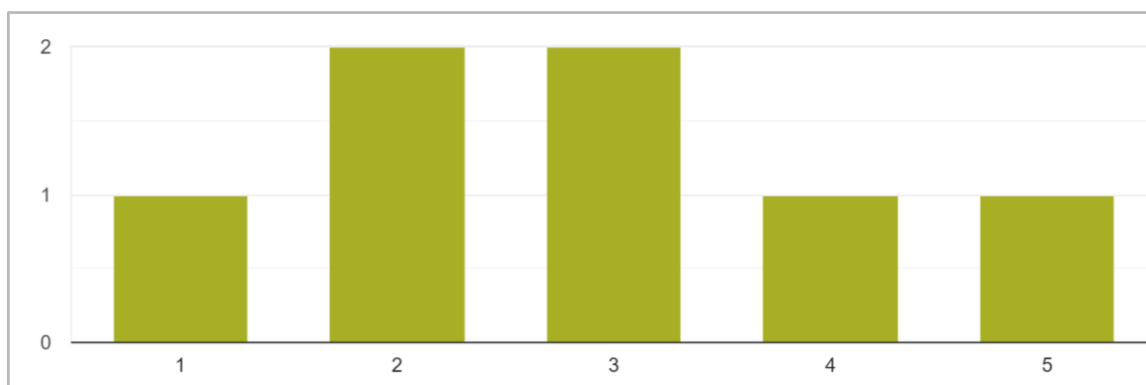


This graphic reveal that students' perspectives towards speaking English better than other people are mixed, being most of them positive. 57,1% of respondents reported that they strongly agreed with the statement, followed by 14,3% who mentioned that they agreed. Furthermore, 14,3% informed that they are neutral towards it, while the remaining 14,3%

acknowledged that they disagree with it. The previous results in comparison with figure 29 evidenced an overall decrease in students' agreement with the statement.

Figure 49

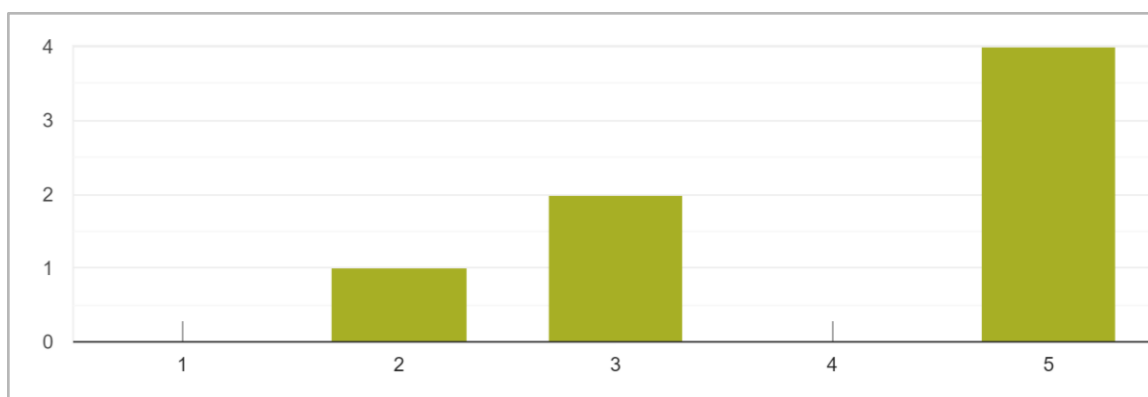
I enjoy listening to music in English or watching series in English



In regard to enjoying listening to music or watching series in English, students have mostly mixed perspectives. The majority of respondents mentioned that they disagreed (28,6%), followed by an equal percentage that stated that they are neutral towards it (28,6%). In addition, 14,3% of students reported that they strongly disagreed with the statement, 14,3% informed that they agreed with it, and the remaining 14,3% answered that they strongly agreed with it. The previous results in comparison with figure 30 evidenced an overall decrease in students' agreement with the statement.

Figure 50

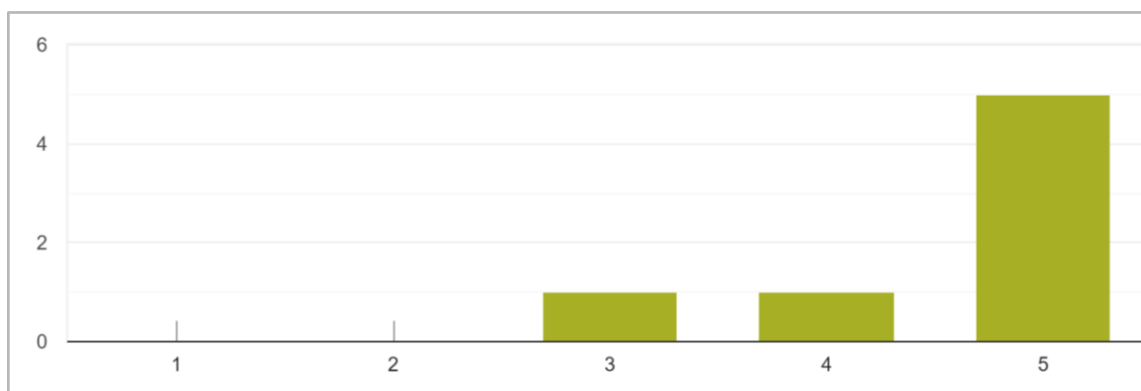
My relatives praise me when they see that I am good at English



Regarding being praised or not according to the academic performance in the target language, the majority of students have a positive perspective towards it.. 57,1% of respondents reported that they strongly agreed with the statement, followed by 28,6% who informed that they are neutral. The remaining 14,3% mentioned that they disagree with it. The previous results in comparison with figure 31 show mixed perspectives in students' agreement with the statement. Although items 1 and 4 decreased, items 2,3, and 5 overall increased. The previous may imply that some students change their perspectives about it, or the absence of 3 students affected the results.

Figure 51

I am motivated to learn English



In regard to feeling motivated to learn English, students' responses were highly positive. 71,4% stated that they strongly agreed with it, while 14,3% just agreed. On the other hand, another 14,3% acknowledged that they were neutral towards it. The implication of these results in comparison with figure 32 shows an overall increase in students' agreement with the statement, and therefore, an overall increase in students' motivation.

In general, students' responses were positive towards the statements, comparably to the results in the previous motivation questionnaire, as expected. The majority of respondents reported that they enjoyed learning English as a whole and that they do not study English only to pass the tests. Likewise, most of the students stated that they studied English in order to find a job in the future and clarify that they not only studied it because everyone does it too. Similarly, a vast part of the students reported that speaking English made them look cool, that they do not consider it mandatory to learn the language, and that they would like to have more English classes in order to improve their proficiency in it in order to use it occasionally. In addition, a big percentage of students claimed that they consider learning English a hobby and 100% mentioned that they studied it to go abroad. Another large number of students also mentioned that it would feel great to speak English better than others, and some answered that they enjoyed listening to music or watching TV in English (although it was not the majority) and that they are praised when they perform well academically in that language. Finally, most of the respondents reported that they felt motivated to learn the language, whose percentage increase compared to the previous one.

The results of this post-motivation questionnaire indicate that, as a whole, students increased their motivation to learn the language, even though they already were motivated from the beginning. When students were asked at the end of the last class if they were willing to

learn the language in the future, all of them answered that they would like to master it eventually.

4.6 Students current level of English proficiency

In order to have a better understanding of the capacity of PBL to encourage students' proficiency level of English, the same test was applied at the very beginning of the research process. To recall, the test evaluated 3 main aspects: grammar, vocabulary, and writing. It was also divided into 6 sections: *Greetings, family members, colors, body parts, clothes, and present simple*, as these were the topics last seen by students in their schools. However, as the developers of this study evidenced that students' progress kept going up during the classes, a second test was implemented. This so-called post-test had the same aspects evaluated, but the number of questions increased. The new 7 sections were: *family members, colors, body parts, clothes, present simple, jobs, and places of the city*.

The post-test was applied during the last class, and just like the previous one was sent to students by the WhatsApp group of the class. The difference is that this time students solved it during the class time in one hour. The following table shows students' scores after completing the post-test.

Table 2*Students' scores on the post-test*

	Post-test score
Student 1	4,8
Student 2	-
Student 3	-
Student 4	5
Student 5	5
Student 6	-
Student 7	4,6
Student 8	3,6
Student 9	3,0

Note: The results go from 0 to 5 where the minimum to pass is 3

As observed in table 2, students 2,3, and 6 weren't able to answer the post-test due to the fact that throughout the implementation of the PBL unit, their medical condition got worse to the point of not being able to assist the classes to complete this study. Even so, it can be evidenced that 100% of the remaining students passed the test. All of the participants who were able to complete the PBL unit and answered the post-test increased their scores from the first test to the second one, as shown in table 3. Student 1 increased the score from 0 to 4,8 points, student 4 kept the same score from 5 to 5 points, student 5 increased the score from 4,9 to 5

points, student 7 increased the score from 3,3 to 4,6 points, student 8 increased the score from 0,6 to 3,1 points, and finally, student 9 increased the score from 1,6 to 3.

Table 3

Comparison between students' pre-test and post-test scores

	Pre-test score	Post-test score	Difference
Student 1	0	4,8	4,8
Student 2	5	0	-5
Student 3	5	0	-5
Student 4	5	5	0
Student 5	4,9	5	0,1
Student 6	3,1	0	-3,1
Student 7	3,3	4,6	1,3
Student 8	0,6	3,1	2,5
Student 9	1,6	3	1,4

The previous can evidence an increase in Students' English proficiency regarding the sections evaluated. Moreover, when students were asked during the final class if they felt that the PBL unit helped them to better understand the topics seen during classes and provided a space outside their school for practicing their English skills, all of them agreed. The developers of this study concluded that the PBL unit increased the English proficiency of students satisfactorily.

4.7 Hypothesis and variables results

This research had two main variables, one being the students' motivation and the other one being their English proficiency. Based on the first results, both of them were existent, but at low levels. For this, the PBL was thought of as a way to try a new approach to the English language teaching method. There was no certainty of the possible outcome, but the hypothesis or expectations were positive outcomes for the good of the students. The purpose was to find to what extent these two approaches can affect their learning process. The first one related to the possible improvement in the student's motivation and the second one related to their English proficiency.

4.7.1 PBL and students' motivation

In this hypothesis, we were expecting to improve students' motivation with the use of this method. This hypothesis was confirmed by the surveys and personal communication. Moreover, some students did go through hard times during the process which can be a variable worthy to take more into account in the future.

4.7.2 PBL and English Proficiency

The hypothesis for the English proficiency was to increase in any level the English proficiency of the students making use of the project-based methodology. As it was stated in the previous paragraphs and in Table 3, this hypothesis was confirmed by seeing the results and the improvement on most of the students' scores. For this, is also important to notice that some students were not able to finish their process or make the second part due to the variable of their health condition.

5. Conclusions

The improvement of English proficiency, as well as the boost of motivation in students, is a must in a globalized era. For this, we worked along with the students of the Hope foundation to find to what extent does PBL encourages learners' motivation to learn English, and to what extent does PBL improves learners' English proficiency. Therefore, a quantitative research was made collecting information through surveys, personal communication, English tests, etc. This study was able to find that effectively PBL does improve students' English proficiency. It also proves that the use of PBL increases students' motivation toward the language and their learning process, showing that the use of small projects in the format of "Do it yourself" can foster their love for the language. The more relevant findings were that certainly, this teaching method has a positive affectation on the variables proposed and that the first hypothesis was proved to be correct. This study contributes to the lack of research regarding project-based learning and teaching in Colombia, and to raise awareness on the need for a special program intended for students that are in the condition of hospital residence, cancer patients, or orphan diseases. The context in which these students are, requires a lot of flexibility on time management, grading, and process, since it can be interrupted and there's nothing that teachers can do when students' health deteriorates. It is necessary to investigate further on the topic of PBL in the country to give a more local perspective about it, and to find methods that adapt better for students' specific conditions.

6. Primary sources

The following interview is a transcription of a WhatsApp® conversation made to the Hope foundation's academic coordinator in December 2020.

First Interview to Patricia, the Academic coordinator

Interviewer: Hello Patricia, good morning, I hope you are very well. So, I am going to ask you a series of questions to find out a little more about how the foundation works. How many children are currently in the program for each grade of schooling?

Patricia:

First grade: 15

Seventh grade: 8

Second grade: 10

Eighth grade: 10

Third grade: 13

Ninth: 5

Fourth grade: 15

Tenth: 6

Fifth grade: 12

Children out of school: 60

Sixth grade: 8

Interviewer: good, and how do you decide what content give to the children?

Patricia: We, the teachers, as child pedagogues know how to work with them, and we create a work plan for them.

Interviewer: In what year was the foundation created? who, how and why? (The history of the foundation)

Patricia: In the year 2010 due to Sarah Sophia.

Interviewer: Have there been degree projects at this foundation before, or students developing their internships here?

Patricia: Yes, every year there are projects and students who pass through the foundation.

Interviewer: Schools share with you the program or curriculum that children are currently in?

Patricia: Yes, hospital classrooms are governed by *Challenges for giants* and the schools' PEI.

Interviewer: Why is there a majority of students from the Normal?

Patricia: Because it is the school in which we have the agreement to enroll children.

Interviewer: Is there government support for the foundation?

Patricia: Yes, but this year (2020) there was none.

Interviewer: Are all the children in the foundation cancer patients?

Patricia: Mostly yes, although there are several with other diseases related to blood, and other catastrophic diseases and orphan diseases.

Interviewer: How are English classes handled if the children are not at the same level?

Patricia: Classes are generally grouped by age. However, if there is a child who is not at the same level as their peers, they work separately so they can achieve leveling and they can receive more personalized attention.

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Appendices

Appendix A. Needs analysis and motivation questionnaires.

23/1/2021

Cuestionario Fundación Hope

Cuestionario Fundación Hope

Tú has sido invitado a participar en este cuestionario que busca realizar un estudio sobre la motivación y la enseñanza del inglés en los estudiantes de octavo de la fundación Hope en el programa de aulas hospitalarias. Los resultados de este cuestionario serán parte de la investigación que los estudiantes de Lic. en Lenguas Extranjeras con Énfasis en Inglés de la Universidad Industrial de Santander (UIS), cursando la asignatura Trabajo de grado, llevan a cabo para servir como base de una próxima intervención pedagógica a realizar este año en la fundación.

Este cuestionario tiene una duración estimada de 15 minutos, tu participación en el mismo es completamente voluntaria, tus respuestas serán anónimas y por tanto no se solicitará información personal. De antemano, agradecemos tu participación, tiempo y honestidad.

Lee cuidadosamente las instrucciones y responde a cada una de las preguntas.

* Required

1. Por favor confirma si aceptas participar en el cuestionario *

Mark only one oval.

- Acepto
- No acepto

2. Soy: *

Mark only one oval.

- Un chico 🧑
- Una Chica 🧒

3. Mi edad (en años) es: *

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4. Estudio (nombre del colegio) en: *

5. Estoy en el Grado: *

6. Vivo en el barrio 🏠: *

7. ¿Con qué tipo de familia vives? *

Mark only one oval.

- Familia nuclear: vivo con ambos padres
- Familia monoparental: vivo con un solo progenitor (papá o mamá)
- Familia adoptiva: vivo con uno o ambos padres adoptivos
- Familia extensa: vivo con mis padres y otros familiares
- Familia compuesta: vivo con uno de mis padres y una madrastra o padrastro
- Solo
- Other: _____

8. ¿Quién es tu acudiente? *

Mark only one oval.

- Madre 🧑
- Padre 🧑
- Hermano/a 👬👷
- Abuelo/a 👴👵

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9. ¿En tu casa tienes...? (puedes marcar más de una casilla) *

Mark only one oval.

- Acceso a internet 🌐
- Radio 📻
- Consola de videojuegos 🎮
- Computador 💻
- TV por cable o satelital 📺 📡
- DVD 📀
- Celular smartphone 📱
- Tablet 📱

10. ¿Cuál es tu género musical favorito? 🎸🎤 (puedes marcar más de una casilla) *

Check all that apply.

- Rock
- Electrónica
- Reggaetón
- Pop
- Rap
- Vallenato
- Salsa

Other: _____

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11. ¿Qué género literario te gusta leer? (puedes marcar más de una casilla) *

Check all that apply.

- Fantasía
- Misterio
- Suspenso
- Aventura
- Terror
- Historia
- Romance
- No leo

Other: _____

12. ¿Qué tipos de programas / series de televisión ves? (puedes marcar más de una casilla) *

Check all that apply.

- Comedias
- Dramas
- Acción
- Documentales
- Terror
- Ciencia ficción
- Caricaturas
- Manualidades
- Cocina
- Superheroes

Other: _____

13. ¿Consideras importante hablar inglés? *

Mark only one oval.

- Sí 😊
- No 😞

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14. ¿Cuál es tu rendimiento en cada una de las habilidades del inglés? *

Mark only one oval per row.

	Muy bueno	Bueno	Regular	Malo	Muy Malo
Lectura 📖	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Escritura ✍️	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Habla 🗣️	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Escucha 👂	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. ¿Consideras que el inglés que imparten en tus clases es adecuado? *

Mark only one oval.

- Sí 😊
- No 😞

16. ¿Consideras que tu profesor de inglés está totalmente capacitado para enseñarte el idioma? *

Mark only one oval.

- Sí 😊
- No 😞

17. ¿Considera que las horas de inglés que tienes a la semana son suficientes? *

Mark only one oval.

- Sí 😊
- No 😞

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18. Selecciona el tipo de actividades que te gustan para aprender inglés: *

Mark only one oval.

- Dramatizaciones
- Presentaciones
- Escuchar audios
- Escribir textos
- Juegos
- Leer informes, cuentos o noticias
- Escuchar canciones
- Conversaciones
- Realizar diálogos
- Ver películas, entrevistas o documentales en grupo
- Debatir

19. ¿Qué tipo de temas te gustaría aprender en la clase de inglés? *

Mark only one oval.

- Medio Ambiente 🌱🌿🐾🌍
- Sociedad 🌐🌞🌙🌠
- Otros países 🗺️🌐👤✈️
- Tecnología 💻🔧🚀
- Colombia 🇨🇴👤
- Salud 🩺📝🧬🧑
- Cultura Pop 🎵📺
- Geografía 🌍🏔️👤
- Other: _____

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Lo que me
motiva

Lee las oraciones y responde de 1 a 5 que tan de acuerdo estas con cada una. Ten en cuenta que
5 es "totalmente de acuerdo"
4 es "de acuerdo"
3 es "mas o menos"
2 es "no estoy de acuerdo"
y 1 es "para nada de acuerdo"

20. Disfruto estudiar Ingles *

Mark only one oval.

	1	2	3	4	5	
No, para nada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Si! Totalmente

21. Yo solo estudio Ingles para pasar las evaluaciones *

Mark only one oval.

	1	2	3	4	5	
No, para nada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Si! Totalmente

22. Estudio Ingles para un trabajo en el futuro *

Mark only one oval.

	1	2	3	4	5	
No, para nada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Si! Totalmente

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23. Veo que todo el mundo estudia ingles, por eso lo hago también *

Mark only one oval.

	1	2	3	4	5	
No, para nada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Si! Totalmente

24. Ser capaz de hablar Ingles, me hace ver genial! *

Mark only one oval.

	1	2	3	4	5	
No, para nada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Si! Totalmente

25. Estudio Ingles porque me toca y es obligatorio :(*

Mark only one oval.

	1	2	3	4	5	
No, para nada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Si! Totalmente

26. Desearía tener mas clases de Ingles. *

Mark only one oval.

	1	2	3	4	5	
No, para nada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Si! Totalmente

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27. Me gustaría mejorar mi ingles y usarlo ocasionalmente. *

Mark only one oval.

	1	2	3	4	5	
No, para nada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Si! Totalmente

28. Aprender Ingles es un pasatiempo para mi. *

Mark only one oval.

	1	2	3	4	5	
No, para nada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Si! Totalmente

29. Quiero aprender Ingles para irme a otro pais. *

Mark only one oval.

	1	2	3	4	5	
No, para nada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Si! Totalmente

30. Se siente (sentiria) genial hablar ingles mejor que otras personas. *

Mark only one oval.

	1	2	3	4	5	
No, para nada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Si! Totalmente

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31. Disfruto escuchar música en ingles, o ver series en ingles *

Mark only one oval.

	1	2	3	4	5	
No, para nada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Si! Totalmente

32. Mis familiares me elogian cuando ven que soy bueno en Ingles *

Mark only one oval.

	1	2	3	4	5	
No, para nada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Si! Totalmente

33. ¡Me siento motivado a aprender ingles! *

Mark only one oval.

	1	2	3	4	5	
¡No, para nada!	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	¡Si! Totalmente

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Google Forms

Appendix B. English Proficiency test (Pre-test)

English pre test level A1.1

Name:

I. GREETINGS:

Translate the following greetings into Spanish

Good morning	
Good afternoon	
Good evening	
Nice to meet you	
Hello!	
How are you?	

II. FAMILY MEMBERS:

Write down all the family members you know in English

--




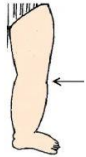
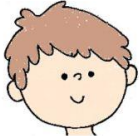
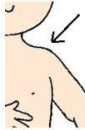






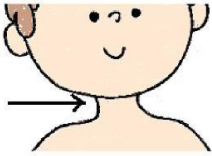
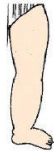

III. COLOURS:

Write down the colours. Look at the example

B l a c k
B r _ _ n
G r _ _ n
_ r _ y
_ r a n _ e
P _ _ k
P _ r p _ e
R _ _
Y _ l l _ w
B _ u _
W _ _ t _

IV. BODY PARTS:

Choose the correct answer

 <p>A) Hair B) Mouth</p>	 <p>A) Hand B) Finger</p>	 <p>A) Head B) Hair</p>
 <p>A) Knee B) Toe</p>	 <p>A) Head B) Neck</p>	 <p>A) Arm B) Shoulder</p>
 <p>A) Hand B) Eye</p>	 <p>A) Finger B) Toe</p>	 <p>A) Head B) Hand</p>
 <p>A) Arm B) Leg</p>	 <p>A) Ear B) Eye</p>	 <p>A) Foot B) Toe</p>
 <p>A) Neck B) Knee</p>	 <p>A) Arm B) Leg</p>	 <p>A) Shoulder B) Nose</p>

V. CLOTHES:

Write down the name of the items



A.	B.	C.	D.	E.
F.	G.	H.	I.	J.

VI. PRESENT SIMPLE:

1) Write **am, is** or **are**. Look at the example

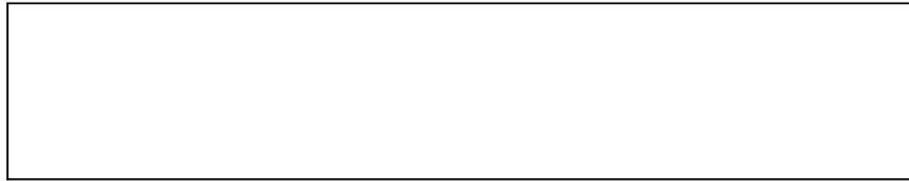
- a) **Julia is my friend**
- b) You ___ a teacher
- c) They ___ twins
- d) I ___ Hungry!
- e) ___ he Colombian?
- f) ___ you from Mexico?
- g) ___ we happy?
- h) ___ she your friend?

2) Complete the text with these words

They're / are/ isn't / I'm / is / aren't

My name (1) is Carlos. I am from Panama and (2) _____ 12 years old. Daniela and Valentina (3) _____ my friends. (4) _____ Argentinians - They (5) _____ from Greece. Valentina (6) _____ very nervous today because she has a test at school.

3) Write about yourself. Look at the text above. ↑

A large, empty rectangular box with a thin black border, intended for the student to write their response to the prompt above.

Appendix C. English Proficiency test (Post-test)

English post test level A1.1

Name:

I. FAMILY MEMBERS:

Write down all the family members you know in English

--

II. COLOURS:

Write down the colours. Look at the example

B l a c k
 B r _ _ n
 G r _ _ n
 _ r _ y
 _ r a n _ e
 P _ _ k
 P _ r p _ e
 R _ _
 Y _ l l _ w
 B _ u _
 W _ _ t _

III. BODY PARTS:

Put the body parts in the correct box for each one.

Hair / foot / nose / finger / leg / face / teeth / arm / toe / neck / shoulder / ear / eye / hand / mouth

Head	Body

IV. CLOTHES:

Write down the name of the items



A.	B.	C.	D.	E.
F.	G.	H.	I.	J.

V. PRESENT SIMPLE:

1) Write **am, is** or **are**. Look at the example
















- a) **Julia is my friend**
- b) You ___ a teacher
- c) They ___ twins
- d) I ___ Hungry!
- e) ___ he Colombian?
- f) ___ you from Mexico?
- g) ___ we happy?
- h) ___ she your friend?

2) Write the affirmative / negative form of the verbs in brackets. Take into account the present simple.

1. Carlos **doesn't live** (not live) in Bogota.
2. Laura _____ (study) English at school.
3. My dad _____ (drive) a red car.
4. we _____ (not walk) to school.
5. The metrolinea _____ (not stop) here.
6. Mr Rodriguez _____ (teach) maths.

VI. JOBS

Choose the correct answer

 <p>A) Butcher B) Miner</p>	 <p>A) Farmer C) Doctor</p>	 <p>A) Scientist B) Fireman</p>
 <p>A) Painter B) Gardener</p>	 <p>A) Diver C) Vet</p>	 <p>A) Secretary B) Paver</p>
 <p>A) Postman C) Mechanic</p>	 <p>A) Taxi driver B) Train driver</p>	 <p>A) Sailor C) Teacher</p>
 <p>A) Photographer B) Fisherman</p>	 <p>A) Astronaut B) Waitress</p>	 <p>A) Dentist B) Cook</p>
 <p>A) Soldier B) Journalist</p>	 <p>A) Musician B) Cameraman</p>	 <p>A) Pilot B) Dressmaker</p>

VII. PLACES OF THE CITY

Write the places of the city in English

Aeropuerto	
Parque	
Estación de buses	
Gasolinera	
Escuela	
Cine	
Iglesia	
Estación de policía	
Supermercado	
Estación de bomberos	
Biblioteca	
Droguería	
Banco	
Zoológico	

