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Analysis of the Project-Based Learning Approach as a Factor that Fosters Motivation in the English Learning Process of 5th EGB Students

Trabajo de Integración Curricular previo a la obtención del título de Licenciado/a en Pedagogía del Idioma Inglés

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Resumen

El sistema educativo en Ecuador ha pasado por transformaciones significativas desde las actualizaciones de 2016 en los programas de inglés como lengua extranjera. A pesar de estos cambios, muchos docentes continúan utilizando métodos tradicionales que pueden reducir la motivación estudiantil. Este estudio explora el impacto del Aprendizaje Basado en Proyectos (ABP) en la motivación de los estudiantes en el aprendizaje del inglés. Se empleó un enfoque cualitativo con un diseño de estudio de caso, utilizando análisis manual y el software MAXQDA para interpretar detalladamente los datos obtenidos de entrevistas, grupos focales y observaciones con 23 estudiantes de 5to EGB y su profesor de inglés. Los resultados mostraron un aumento significativo en la motivación, con estudiantes más comprometidos y activos. El ABP promueve un entorno colaborativo que enriqueció el proceso de aprendizaje, integrando diversas asignaturas y metodologías, como el Quichua. Tanto el profesor como los estudiantes destacaron el impacto positivo del ABP frente a los métodos tradicionales. La implementación del ABP ha demostrado ser una estrategia efectiva para mejorar la motivación y los resultados educativos al fomentar un entorno participativo y dinámico.

Palabras claves: Aprendizaje Basado en Proyectos (ABP), motivación Estudiantil, enseñanza del inglés, investigación cualitativa.

Abstract:

The educational system in Ecuador has undergone significant changes, especially since the 2016 updates to the English as a Foreign Language (EFL) programs. Despite these changes, many educators still rely on traditional methods that may diminish student motivation. This study investigates the impact of Project-Based Learning (PBL) on student motivation in learning English. A qualitative approach with a case study design was used, employing both manual analysis and MAXQDA software for a detailed interpretation of data gathered from interviews, focus groups, and observations with 23 5th-grade students and their English teacher. The findings revealed a significant increase in motivation, with students showing higher levels of engagement and participation. PBL also fostered a collaborative environment that enriched the learning process, integrating various subjects and methodologies, including Quichua. Both the teacher and students highlighted the positive impact of PBL compared to traditional methods. Implementing PBL has proven to be an effective strategy for enhancing motivation and educational outcomes by creating an active and participatory learning environment.

Keywords: Project-Based Learning (PBL), student motivation, English language teaching, qualitative research.

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I. Introduction

Context

According to Sánchez (2022), Ecuador's 82nd place out of 111 countries in the Program for International Student Assessment (PISA) evaluation underscores the numerous challenges faced in teaching English as a Foreign language (EFL) over time. One recurring issue is that Ecuadorians have a poor degree of proficiency in the language. In this sense, Cadena et al. (2018) claimed that one reason for Ecuador's low English proficiency is because a behaviorist approach has been applied rather than a socio-constructivist or sociolinguist one that contextualizes the issues facing the nation and facilitates learning. This is explained by the fact that a socio-constructivist approach teaches based on the learner's context and social interactions, whereas the behaviorist approach focuses on establishing behaviors through repetition.

As stated in the curriculum (Ministry of Education, 2016), students are required to achieve a level of English proficiency that conforms to the Common European Framework of Reference for Languages (CEFR) based on their academic qualifications, ranging between A1 and B1. Specifically, students are expected to graduate from high school with a B1 level of English proficiency. This curriculum for younger students emphasizes the development of basic language skills through engaging, age-appropriate activities that build a solid foundation.

According to Gonzalez and Perez (2018), these early stages are crucial, as they lay the foundation for future language acquisition. The curriculum outlines a structured progression in which children begin with basic listening and speaking tasks at A1 level, gradually progressing to more complex language skills. This progression ensures that by the time

students reach high school, they have achieved the competencies needed to reach the B1 level required for graduation (Ministry of Education, 2016).

The Ecuadorian EFL curriculum emphasizes placing students 'at the center of learning' and requires the 'development of communicative skills' (Larmer & Mergendoller, 2015). This learner-centered approach advocates innovative methods that address educational gaps and enhance the English language learning experience. Project-based learning (PBL) is identified as an effective teaching strategy that meets these needs by engaging students in real-world projects (Larmer & Mergendoller, 2015). This approach not only improves students' English proficiency, but also fosters critical thinking, collaboration, and communication, key competencies captured in the curriculum. According to Larmer and Mergendoller (2015), PBL encourages students to take an active role in their learning, leading to better understanding and retention of knowledge. In addition, the curriculum aims to inspire a passion for language learning through engaging and rewarding educational experiences.

Furthermore, the curriculum seeks to cultivate in children a love of language acquisition through stimulating and fulfilling educational opportunities. In order to support high-quality education, English instruction methods and resources should be creative, entertaining, and, most importantly, student-centered. Integrating PBL into the curriculum aligns with these goals by promoting active learning and providing meaningful contexts for language use, thereby enriching students' overall learning experience and motivation in English language acquisition. This can benefit children because it can increase creativity in the teaching-learning process, considering motivation, entertainment and self-accomplished goals for the project.

Diagnosis of the situation

In some Ecuadorian schools, despite significant changes made to educational programs in 2016, including the introduction of the “Communicative Language Teaching (CLT)” approach to teaching “English as a foreign language (EFL)”, many English educators continue to use traditional teaching methods (Ministry of Education, 2016). Research by Villafuerte et al. (2018) indicates that traditional approaches continue to prevail in practice, despite the fact that the 2016 reforms aimed to encourage more interactive and learner-centered teaching methods. This persistence of traditional methods suggests that the intended shift towards more modern educational practices has not been fully realized.

Calle et al. (2012) observed that despite the mandate of the Ministry of Education of Ecuador to implement a curriculum with a communicative approach, teachers persist in using traditional teaching strategies. Certain traditional strategies in Ecuadorian schools, such as teacher-centered instruction, a heavy reliance on grammar and translation methods, and limited use of the foreign language for communication, have been observed. These methods may hinder students' progress in acquiring English language skills (Villafuerte et al., 2018). Research indicates that these practices can impede effective language development by not fostering meaningful language use and communication (Ministerio de Educación, 2016).

Similarly, Ortega et al. (2019) noted that teachers primarily rely on the translation technique to teach aspects such as grammar and vocabulary. Both teachers and students engage in translating aloud, following an instructional approach known as the Grammar-Translation Method. The findings from both studies conducted in different years indicate a persistence in the use of traditional teaching approaches in the Ecuadorian educational context. Both Calle et al. (2012) and Ortega et al. (2019) observed that pedagogical strategies, such as an emphasis on translation and a lack of utilization of the foreign language as a

medium of instruction, remains prevalent despite efforts by the Ministry of Education of Ecuador to promote a communicative approach in the curriculum.

Particularly, these traditional classrooms do not address the needs and potentials of today's education, instead focusing solely on traditional duties and insufficient application of active learning (Vonkova & Moore, 2021). Conventional educational techniques may fall short of developing the important skills and competences required for language development, including communication, creativity, and critical thinking.

Due to the introduction of new curricula at various institutions, particularly since the 2016 education reforms, which aim to equip students with the necessary skills to succeed in their careers, there has been a continuous need for English teachers at all levels of education, from primary to tertiary. As a result, the demand for qualified English teachers has been steadily increasing. Furthermore, English has been established as a crucial language in all human domains. To better meet the demands of students and society, educators, institutions, and curricula have undergone changes that have improved the experience of learning a new language (Lamb, 2017).

Specifically, one pedagogical factor has been considered in all of these curricular changes. The motivational factor, which is classified as a social aspect, is primarily interested in and out of the classroom setting. Motivation is essential for teaching a new language in all levels of the educational system, including primary, secondary, and higher school. In elementary education, motivation is critical because it builds the groundwork for lifelong language learning by stimulating interest and a positive attitude toward language acquisition (Sigalingging, Nababan, Putra, & Nababan, 2023). All of these are related to the decision-making process for material selection, assessment type, and technology to be applied (Dornyei, 2015).

The lack of adaptation of educational practices in some Ecuadorian schools, where the traditional classes are prioritized over meaningful use of the English language, has generated a loss of interest in students (Cadena et al, 2018). The absence of pedagogical approaches that foster communication, creativity and critical thinking contributes to this disconnection with the learning process. Yamasque-Martínez and Castillo-Mazón (2023) suggest reviewing and adjusting teaching practices to increase student motivation and involvement. As a result, it is critical to examine and adapt teaching practices to increase student motivation and engagement.

In the School of Innovation of the National University of Education (UNAE) in Azogues-Chuquipata, an innovative project implemented by the U.S. Embassy is currently underway, with the support of the National University of Education (UNAE), Yachay Tech University, the University of the Armed Forces (ESPE), the Central University of Ecuador (UCE) and the Pontifical Catholic University of Ecuador in Ibarra (PUCE-Ibarra), as well as the participation of public and private schools. The project, entitled 'Promoting Urban Agriculture in Schools and Home Backyards through the PBL Approach in English Classes', aims to incorporate environmental topics such as urban agriculture and product tracing in English classes using the Project Based Learning (PBL) methodology.

This program endeavors to establish a continuous professional development program for English teachers, enabling them to integrate language use with urban agriculture cultivation and production. Moreover, it seeks to ensure food security, nutrition, and sustainability in urban settings through localized food cultivation in school premises and home backyards. Furthermore, the program seeks to meet the Ministry of Education's requirement to supplement the reduced number of hours allocated to English classes through the creation and implementation of projects.

Even though the program is being implemented in various cities, including Quito, Ibarra, Riobamba, Azogues, and Cuenca, this research project focuses on the Innovation UNAE School in Azogues-Chuquipata. The project's methodological approach encompasses the continuous professional development of English teachers, the integration of content and English through PBL lessons, and project implementation.

This study aims to examine how Project-Based Learning (PBL) enhances student motivation in the process of learning English at Azogues-Chuquipata's Innovation UNAE School. The decision to implement the PBL approach is not driven by a problem, but rather by a desire to innovate in teaching to create an engaging and captivating learning environment for students. This approach incorporates elements of playfulness, making learning more enjoyable and meaningful.

Importance of the Study

This study holds significant importance in addressing the issue of student motivation in English language learning. Despite efforts to implement communicative approaches, traditional teaching practices persist in some Ecuadorian schools (Villafuerte, Pérez, Boyes, Mena, Pinoargote, Riera, Soledispa, & Delgado, 2018). This highlights a crucial gap in adapting teaching methods to meet students' needs. The lack of focus on communication, creativity, and critical thinking has resulted in waning student interest and motivation, impacting their engagement and academic performance (Mughrabi, 2021). Therefore, this study not only provides a clear understanding of the challenges faced in English language teaching in Ecuador but also emphasizes the urgent need to revise teaching practices to enhance student motivation and engagement.

Examining the implementation of Project-Based Learning (PBL) at the “Escuelita de Innovación UNAE” is essential for several reasons. Firstly, PBL focuses on active student

engagement in their learning, which can lead to greater intrinsic motivation (Mughrabi, 2021). This methodology enables students to participate in significant and relevant projects that connect English language learning with real-world practical situations. The significance lies in motivating fifth-grade students to learn English more actively and wholeheartedly, which can result in a better mastery of the language and increased confidence in their English communication skills. This proficiency is essential in an increasingly globalized world, where English proficiency opens doors to educational, employment, and social opportunities.

By analyzing the implementation of PBL, we can explore whether this methodology is truly enhancing students' motivation towards learning English. This provides valuable insights into the effectiveness of this methodology within the specific context of the “Escuelita de Innovación Unae”, informing future decisions regarding educational program design and improving the standard of English language instruction both here and in other educational institutions. Furthermore, demonstrating that there are effective methodologies to motivate students to learn English beyond traditional tasks and oral presentations can inspire other institutions to adopt more innovative and student-centered approaches in their English language teaching.

To talk about feasibility, it must be considered that access to classrooms and participants is crucial, for this reason the respective permissions are needed. Also, adequate time and resources have been considered by the researchers to achieve their goals, considering the logistics and scheduling for interviews, focus groups and observations. It is considered in general that it is feasible because researchers have considered these aspects to develop their investigation.

Main Research Question

How does Project-Based Learning (PBL) foster students' motivation in the English learning process?

General Objective

To analyze how Project Based Learning (PBL) fosters students' motivation in the English learning process.

Specific Objectives

1. To explore how the use of PBL activities influences students' engagement and interest in learning English.
2. To compare the perceptions and experiences of both teachers and students regarding the implementation of PBL in the English classroom.

II. Literature Review

Previous Research

The previous section provided a comprehensive literature review on the global application of project-based learning (PBL), focusing specifically on its use in Ecuador and Latin America. This section looks at the theoretical foundations, instructional strategies, and empirical data supporting the efficacy of PBL in order to examine and summarize the present level of knowledge in this area. It does this by exploring the body of research on PBL in order to find gaps in the field and provide the foundation for the contribution of the current study to Latin American education, specifically in the Ecuadorian setting.

To begin with, Almulla (2020) aimed to enhance the effectiveness of the PBL approach in actively involving students in their learning and incorporating PBL-focused literature for educational purposes. Therefore, to evaluate the influence of the PBL method on student engagement, the study aimed to examine its effects on collaborative, disciplinary, interactive, and authentic learning. A questionnaire was distributed to 124 instructors utilizing the PBL approach, serving as the main tool for data collection in the research project. The results were obtained using structural equation modeling (SEM), a quantitative research tool. The PBL approach was shown to have a strongly correlate with genuine learning, discipline topic learning, interactive learning, and collaborative learning—all of which increased student engagement. It aligns with this investigation, because teachers should support and encourage using the PBL method as a teaching tool for students.

Then, Shin (2018) conducted a study aimed at exploring the impact of project-based learning on students' motivation and self-efficacy within an English learning environment. The study involved a video production project that required students to work collaboratively. It was carried out with 79 students taking a general English course as a three-hour elective.

Measurement tools, including questionnaires on English learning motivation, self-efficacy, and participation in project-based learning, were utilized. The findings indicated that the project had a notable effect on enhancing students' motivation to learn English. The results confirmed that project-based learning significantly boosts students' motivation and self-efficacy in learning English. These outcomes align with the hypothesis that project-based learning enhances students' motivation and their ability to collaborate effectively. Their results are important to this investigation because it is noticeable how PBL increases collaboration and motivation in students.

Finally, in Ecuadorian context, in the context of English learning, Taipe (2023), aimed to enhance oral proficiency through the implementation of the Project-Based Learning (PBL) approach at the Technical University of Cotopaxi's Language Center. The present study employed a qualitative action research methodology, it was implemented for seven weeks. By using an instrument to measure the speaking skills and the motivation, it was possible to comprehend how the students felt about and responded to the technique. Their comments helped identify implementation issues and quickly alter them for the next time. Twenty-four students, ages between 20 and 24, were working at the Language Center at the B1 level participated in this study. With project-based learning, students were actively engaged in learning how to solve problems. They worked independently, and a review of the literature before the project-based learning phases were introduced into the classroom allowed for an understanding of how this methodology can help students improve their speaking abilities. The study made by Taipe (2023) shows how PBL increases problem-solving skills, collaboration and other benefits considering different ages, for example youths, in this case.

Finally, it must be said that all these previous studies have an impact in this investigation since they give different approaches of interest that are part of this research. For

example, some include motivation, challenges, and social skills development, which are all included together in this investigation to determine how students engage using or practicing this approach in a classroom.

Theoretical framework

Theoretical framework based on the next theories are important to develop the meaning of the study, since they show a perspective of how PBL is done. Furthermore, they connected with PBL and how motivation is increased because of it, and how motivation is divided into intrinsic and extrinsic.

Constructivism

The constructivist method has its roots in the writings of psychologists Lev Vygotsky and Jean Piaget, who both highlighted the value of experience-based learning. Piaget's theory of cognitive development posits that individuals actively shape their perceptions of reality through interactions, experiences, and reflective thinking. According to Vygotsky's theory of socio-cultural development, social interactions are crucial for cognitive growth and for supporting pupils as they pick up new abilities. With the constructivist method, educators create tasks and evaluations that engage students with real-world tasks (Sharma & Shukla, 2023).

This philosophy of learning is ingrained in trainees' minds by their experiences gathered from the outside world. Similarly, every student develops their own rules and conceptual frameworks for understanding and analyzing such experiences (Nagowah & Nagowah, 2009). Constructivist ideas place a strong emphasis on how students actively build their knowledge and comprehension. Constructivism contends that for language acquisition to take place, pupils must have the chance to interact with authentic language and have meaningful conversations. By fostering a learner-centered atmosphere that promotes

cooperation, introspection, and practical experiences, teachers can help students learn English (Calle, 2023).

Mohammed and Kinyo (2020) explain that constructivist learning theory refers to an educational approach that empowers students to direct their own learning and "construct" knowledge and skills through meaningful interactions. This educational philosophy is based on the notion that every student creates their own understanding by reflection and experience. Rather than just receiving information from a teacher or other sources, learners actively develop their own understanding. Constructivism is centered on exploration, which is an essential component of learning. As learners take in new information, they connect it with their existing knowledge and experiences (Nagowah & Nagowah, 2009).

Because students acquire knowledge in two distinct ways, the constructivist theory of learning emphasizes the importance of social interaction in the learning process. These two ways are: (a) Assimilation: When learning occurs, students absorb information from their surroundings and incorporate it into their prior knowledge; and, (b) accommodation, which is the process by which students modify their prior knowledge in light of fresh information or experiences (Calle, 2023).

Learning by doing

According to Reese (2011), "learning by doing" refers to gaining knowledge from our own experiences and deeds as opposed to attending lectures, performances, and presentations others give. Developing sensory touch with the results of doing is vital because, in classical psychology, "direct experience" is defined as mental contact with mental processes by introspection. Dewey argued that education should be relevant and applicable to students' everyday lives, allowing them to apply what they've learned in real-world situations. He believed that learning is most effective when students actively participate in practical

activities, problem-solving tasks, and real-life experiences. Dewey's approach emphasizes the importance of hands-on learning in developing critical thinking, problem-solving abilities, and practical skills (Calle, 2023).

Project-based learning (PBL) in education

While the PBL method does not have a single, precise definition, proponents generally agree on a few core elements (Larmer & Mergendoller, 2015). The PBL method is characterized by active student involvement and collaborative learning, making it a widely used approach that emphasizes cooperation and research-based learning. PBL students frequently work together to address a problem, develop a product for a particular market, and evaluate both the project and the development process (Kokotsaki et al., 2016). PBL method effectively cultivates 21st-century skills by promoting critical thinking, problem-solving, communication, media literacy, collaboration, leadership, teamwork, innovation, and creativity (Häkkinen et al., 2017). All these references notice that PBL can be an approach that could help to develop motivation on EFL learning, since it increases interpersonal communication and team work, as an example. That is the reason why it has been taking into consideration to make this study.

Studies examining the impact of the PBL strategy on students have found that it boosts academic performance, enhances problem-solving abilities, and fosters a positive attitude towards the teaching profession. Additionally, formative assessment plays a crucial role in helping students clarify their learning objectives, which in turn can enrich their learning experiences (Ljung-Djårf et al., 2014). This is why students benefit from cooperative learning in general. This involves enabling students to tackle complex topics, engage in discussions on persistent issues, develop suitable solutions, select projects, analyze patterns, assess and revise their work, and ultimately produce a comprehensive outcome (Almulla,

2020). So, cooperative learning under the light of PBL in this study, can benefit students not just increasing their motivation, but also generating a critical thinking and developing better group skills.

Tsybulsky and Muchnik-Rozanov (2019) state that the PBL approach requires collaboration between two or more instructors at a specific level in the design, implementation, and assessment of a course. This partnership mainly involves sharing expertise and engaging in reflective discussions. Almulla (2020) found that the PBL approach provides novice educators with valuable and engaging learning experiences that contribute to their professional and personal development. Collaboration within a team allows educators to exchange knowledge across various disciplines, transforming them from 'expert learners' into 'experts'. Teachers and students may experience a process of discovery in the classroom when they collaborate.

Likewise, PBL can benefit teachers by offering enhanced professional learning opportunities (such as educational skills), emotional and professional support, and personal development, including increased confidence (Simons & Baeten, 2016). As argued by Wassell and LaVan (2009), they can evaluate their methods through learning through contact and trade experiences. Notwithstanding these, instructors who collaborate in groups succeed better than those who work alone. Peer support leads to improved performance for instructors (Tsybulsky & Muchnik-Rozanov, 2019). So, in the PBL process, mentors play a vital role.

Principles of PBL and its importance in education

PBL seems to be a good fit for the practice-building process in education because it fosters in students the qualities needed to meet the demands of their field of study, such as building a broad and adaptable knowledge base, developing efficient problem-solving

techniques, cultivating a self-directed lifelong learning mindset, becoming productive team players, and developing an innate desire to learn (Lombardi, 2019).

Although PBL aims to foster specific student attributes, it should be highlighted that there is not a single accepted method for putting it into practice (Lombardi, 2019). There is also disagreement about whether there should be a single PBL type or several different varieties (Servant-Miklos et al., 2019).

Although there may be several PBL models, the following lists some of the most often discussed aspects of PBL:

1. The characteristics of the issue. The nature of the problem(s) and the context in which they arise are essential components of PBL. Framing suitable issues is one of the trickiest parts of PBL, as the caliber of the challenge significantly affects the caliber of the PBL learning process and results. Many aspects of the problem need to be considered when deciding what might constitute an appropriate problem. These aspects encompass the problem's framework, the problem-solving methods to be used, the importance of the context, the complexity of the problem, the reasoning patterns required, and the level of abstraction of the problem (Smith, et al., 2022).

2. If students are to acquire the desired qualities outlined above, the context in which issues are posed is vitally crucial. To select and implement effective and meaningful strategies, as well as to explore and evaluate different potential solutions, problems set within rich and relevant learning contexts require thorough and deep thinking. By providing possibilities for cooperation, the utilization of rich and relevant learning settings also helps to instill an innate motivation in students to address these issues. Intrinsic motivation is also likely to rise when students collaborate on solving relevant problems that connect to their

local, national, or international contexts. Such challenges may resonate more deeply with students' values and beliefs (Wilson, 2021).

3. The incorporation of many topic areas. Multiple kinds of knowledge, skills, and talents will inevitably be needed to comprehend and solve problems given in rich and relevant settings. Educators should encourage students to explore resources and information across various disciplines or subjects. A more complete grasp of the problems at hand and the creation of more vital solutions are the result of carefully studying various points of view (Savery, 2019).

4. A method focused on the learner. In keeping with the teacher's guiding role, pupils need to be ready and equipped to assume accountability for their education. Motivation and ownership of the problem increase when learners take charge of their own learning process and the material being studied. Additionally, learners should be able to express their existing knowledge and identify what they still need to learn. This entails students taking ownership of their obligation to find pertinent information and share it with the group to assist in formulating a workable solution (Lombardi, 2019).

5. Teachers serve as mentors or learning process facilitators. A teacher's role changes to that of a guide or facilitator in order to establish rich learning environments that emphasize active and self-directed learning. This involves assisting, modeling, monitoring, and assessing learners progress via the PBL process (Leary et al., 2019). As a result, teachers are expected to demonstrate expert thinking through metacognitive modeling with pupils working in mostly autonomous small groups. Teachers must "guide, probe, and support students' initiatives" instead of just imparting knowledge or offering answers (Wilson, 2021).

Motivation in EFL

In EFL/ESL learning motivation research, Self Determination Theory (SDT) is the most often used framework (Vonkova et al., 2021). Ryan and Deci (2017) describe the Self-Determination Theory (SDT) framework as dividing motivation into three primary types: intrinsic, extrinsic, and amotivation. These categories are based on the level of autonomy or control in an individual's behavior regulation. Among these, intrinsic motivation is the most self-determined, involving a sense of fulfillment and alignment with one's inner self. Amotivation, often known as acquired helplessness, is the absence of motivation for a certain activity (Tanaka, 2022). According to L2 motivational research, there are three forms of extrinsic motivation: identifiable, introjected, and external regulations. Extrinsic motivation is a synonym for externally controlled motivation (Tanaka, 2023).

The most self-determined regulation is identified regulation, which is based on how much people value and consider certain activities. External regulation denotes motivation governed by outside variables like grades, whereas introjected regulation describes motivation regulated by preserving self-worth. Autonomous motivation is defined as motivation that is wholly or significantly consistent with one's inner self, such as intrinsic motivation and recognized regulation. Controlled motivation refers to both imposed and external regulations, where behavior is regulated by external pressures or rules imposed from outside (Ryan & Deci, 2017).

Greater self-determined, autonomous motivation is essential for achieving better outcomes in various areas, as self-determination is a core principle of the theory (Ryan & Deci, 2017). Previous research has highlighted the benefits of autonomous motivation, including intrinsic motivation and identified regulation, for second language learners across various contexts. These benefits encompass learning outcomes, self-evaluation and self-

confidence, intention to persist and motivational intensity, willingness to communicate, and overall engagement (Tanaka, 2023).

Alternatively, amotivation results in adverse outcomes, including lower learning outcomes, lower self-evaluation, higher anxiety levels, and diminished motivational intensity and persistence. Though not as strongly as autonomous motivation, external regulation has sometimes been associated with positive outcomes in cases of controlled motivation (Tanaka, 2023). Additionally, in some circumstances, introjected regulation had unfavorable effects. Nevertheless, introjected and, or external regulation generally has little bearing on results, such as learning outcomes, self-evaluation, intention to persist, and motivational intensity (Ryan & Deci, 2017).

Motivation is a crucial factor in students' learning processes. Seven (2020) identifies two key components of motivation: the learner's sense of purpose and their attitude towards learning. When the learner values the knowledge being acquired, learning happens naturally, without any external pressure to do so. In that sense, as long as this study can think in the relation to increase the motivation of PBL in EFL learning, it is considered that it is a useful strategy. That being said, it could have, accordingly to the literature mentioned above, that motivation and PBL can be related while establishing a connection between social skills, emotional regulation, intrinsic and extrinsic motivation, among others.

Intrinsic motivation

Intrinsic motivation, as a motivational orientation, encompasses the way students feel toward the language, their objectives and goals for learning, their feelings, their aspirations, and so on (Ai et al., 2021). Individuals with intrinsic motivation have innate enthusiasm and fulfillment (Ryan & Deci, 2017). They engage in an activity to achieve self-sustaining pleasures such as enjoyment, curiosity, challenge, or the advancement of skills and

knowledge (Ushioda, 2019). Lee et al. (2010) also proposed that intrinsic motivation includes components such as goal orientation, seeking adventure and novelty, striving for excellence, pursuing understanding and improvement, and feeling enthusiastic about task involvement. To sum up, intrinsically motivated learners possess an inherent and genuine enthusiasm for learning, which brings them joy and satisfaction throughout the process.

With its multiple traits, the intrinsic drive is considered by many scholars to be a dynamic phenomenon. Schunk et al. (2008) describe intrinsic motivation as being 'time and context-dependent.' Numerous studies have revealed that as pupils become older and go into higher grades, their intrinsic drive decreases. When compared to learners with lesser motivation, highly motivated learners are more likely to be willing to learn, work harder, and enjoy learning more, which makes intrinsic motivation a crucial factor in learning compared to extrinsic incentives. As a result, their academic performance is higher.

Moreover, Marszalek et al. (2022) claimed that learners' attempts to acquire the language are sustained and SL/FL (second/foreign language) acquisition is enhanced by intrinsic motivation. Ryan and Deci (2000) found a positive correlation between intrinsic motivation and higher levels of learning and creativity. Wu (2003) added that successful language learners who have achieved greater academic success often also exhibit higher confidence in their abilities and better control over their learning process. As a result, effective language learners show more internal drive and a more vigorous enthusiasm for learning. As a result, it is believed that intrinsic motivation and learning accomplishment have a contemporaneous and synergistic relationship (Shan, 2020).

Extrinsic motivation

The need for an external reward, or environmental energizer like food, money, or recognition, is what drives extrinsic motivation. It might also be motivated by a want to

escape punishment (Rehman et al., 2023). Four categories may be used to categorize extrinsic motivation: integrated regulation, identity regulation, introjected regulation, and external regulation (Gardner R. C., 2010).

When it comes to internalization and integration into people's perceptions of themselves, several forms of intrinsic drive vary from one another. The most constructive type of extrinsic motivation is external regulation, which forces students to take action to benefit from incentives or stay out of trouble. Put differently, extrinsic motivation is described as a collection of actions dictated by impersonal resources like expenses or interests (Rehman et al., 2023).

Manninen et al. (2022) state that integrated regulation is the most self-determined form of extrinsic motivation. It happens when a person fully integrates identification restrictions into who they are. Integrated regulation matches regulating techniques to an individual's wants and beliefs (Ryan & Deci, 2017). According to Noels et al. (2003), motivation describes situations in which people behave without thinking through the implications of their choices or when they act without considering the link between their actions and the expected outcomes. In psychology, self-determination theory is a significant motivation paradigm (Ryan & Deci, 2017). Consequently, its tenets have proven helpful to L2 researchers exploring motivation in the L2 learning industry.

Theoretical frameworks of motivation in language learning

The majority of students take English classes because they think it will help them in some manner. To complete particular educational criteria, go overseas, or meet more people via the use of English, they wish to make more money. Students will not succeed in their attempts or goals of learning if they lack sufficient motivation. Motivation is a crucial element in the practical study of language acquisition, alongside the influence of linguistic

aptitude and cognitive ability. It is considered goal-oriented and is characterized by positive attitudes toward learning a language, effort, and a strong desire to achieve language acquisition goals (Mehmet, 2020).

Motivation plays a significant role in language performance, particularly in terms of the language's knowledge structure and linguistic outcomes. For instance, vocabulary, grammar, pronunciation, and the four fundamental language abilities of reading, writing, listening, and comprehending (Gardner R. C., 2010).

Language learning motivation has long been recognized as a crucial concept in second language acquisition, capturing the attention of researchers globally for over 60 years (Ushioda, 2019). Researchers have examined two primary models to gain insight into language learning motivation: Gardner's socio-educational model (Gardner, 2010) and Dörnyei's L2 Motivational Self System (Dörnyei & Ryan, 2015). According to Ryan and Deci (2017), Gardner's model provides socio-psychological perspectives on contextual factors and social group motives, while Dörnyei's model offers a cognitive framework suited for learner-based, classroom-oriented research (Pei & Zhang, 2023).

Factors influencing motivation in language learning

Research has shown that various external factors, such as goal-setting, age, gender, incentives, and feedback, significantly impact learners' motivation. Therefore, to develop effective language learning programs that boost learners' motivation and ultimately improve their language proficiency, teachers must consider these theoretical perspectives and external influences (Miao & Wang, 2023).

Learners' willingness to participate in language acquisition is greatly influenced by their attitudes regarding a language and culture. Students who hold a positive attitude toward

the language and its associated cultures are more likely to be motivated to invest time and effort in achieving fluency. The study by Calafato (2020) provides insight into how attitudes might affect motivation to learn Arabic, for example.

Students' motivation to study a language may be strongly impacted by their perception of its utility. Learners who perceive any language as a valuable one that might augment their personal or professional prospects are likely to exhibit greater motivation toward acquiring the language. Numerous research have investigated how different teaching philosophies affect language learners' motivation. Lorenza (2022) highlighted that to attain the best learning outcomes, teachers of second or foreign languages must make every effort to motivate their pupils.

Motivation and Engagement in Project-Based Learning in EFL

Relationship between PBL and student motivation

Project-based learning (PBL) stands out as an innovative strategy to address the problem of student motivation and engagement in education. Bradford (2005) highlighted the detrimental impact of lack of encouragement, which contributes significantly to high dropout rates. Similarly, Bridgeland et al. (2006) found that nearly half of the students who left high school cited boredom as the main reason for their departure. In response, educators have increasingly adopted Project-Based Learning (PBL) as a strategy to address boredom and reengage student motivation.

To understand why PBL has a positive impact on student motivation, it is essential to delve into the mechanisms of motivation itself. Barkley (2010) and Cooper et al. (2011) categorize motivation into two types: intrinsic and extrinsic. Intrinsic motivation stems from personal interest and enjoyment in an activity, while extrinsic motivation is influenced by

external factors such as rewards or recognition. Cooper et al. (2011) further highlighted that participation in activities aligned with personal interests leads to higher motivation.

PBL aligns well with intrinsic and extrinsic motivational factors by offering students opportunities for autonomous and authentic project-based tasks. These projects are crafted to be engaging, relevant, and personally meaningful, addressing students' varied interests and learning styles. By involving students actively in tackling real-world problems, Project-Based Learning (PBL) promotes a sense of ownership over their educational journey, which enhances intrinsic motivation (Ryan & Deci, 2000).

Impact of PBL on student engagement in language learning

Research into the impact of Project-Based Learning (PBL) on student engagement in language learning has yielded valuable insights. Lee and Brown's (2018) study shed light on how PBL methodologies affect student engagement in language acquisition, emphasizing the role of authentic and meaningful tasks in sustaining motivation. Park and Kim (2015) also investigated the impact of Project-Based Learning (PBL) on language learning motivation, emphasizing its ability to encourage active participation and spark interest among students.

Additionally, PBL has been shown to enhance student engagement through collaborative learning experiences. Smith and Johnson's (2019) meta-analysis emphasized the motivational benefits of collaborative project work, underscoring the importance of teamwork and peer interactions in fostering a supportive learning environment. Chen and Patel (2016) further explored the motivational aspects of collaborative problem-solving within PBL settings, demonstrating the beneficial effects of group dynamics on student motivation and engagement.

Foreign language learning in children

Assimilation and accommodation are the two ways that activity can lead to growth, according to Piagetian psychology. While accommodation entails the kid making some sort of adjustment to environmental elements, assimilation occurs when activity occurs without any change to the youngster. These two adaptive mechanisms occur concurrently despite their fundamental differences. Although assimilation and accommodation are adaptive behavioral processes, they eventually transform into cognitive processes. Under the umbrella term "restructuring," which describes the reorganization of linguistic representations in the mind, accommodation is a crucial concept in second language acquisition (Cameron, 2001). It will come up again when we talk about how grammar develops.

According to Piaget, a child's thought process progresses from a foundational stage of formal, logical thinking to a final stage of growing knowledge and intellectual abilities. However, the child goes through several stages as a result of some basic alterations that interrupt their steady growth. The youngster is capable of some kinds of thinking at each stage but not others (Chanifa et al., 2020). Specifically, it is believed that children cannot acquire the Piagetian end-point of development thinking, which involves manipulating formal abstract categories through logical rules, until they are at least 11 years old (Sun, 2023).

Vygotsky places a different emphasis on language and other people in the child's environment than Piaget does in his development theories. While Vygotsky's theory is most recognized today for its emphasis on the social, and contemporary advancements are sometimes called "sociocultural theory," he did not disregard the individual or the evolution of human cognition. It is believed that a child's initial language development in the second year of life causes a fundamental change in cognitive development. By using words as symbols, language gives a kid a new tool, creates opportunities for new activities, and organizes information (Sun, 2023).

Little ones frequently engage in what is known as "private speech," which is talking to themselves and organizing themselves while they play or complete activities. As they get older, children speak less and less out loud and learn to distinguish between inner speech—which still plays a significant role in regulating and managing behavior—and social speech for other people. When faced with a challenging activity, such as figuring out how to go to a new location, adults may speak out loud, verbalizing to aid in their thought processes and memory: “At the roundabout, turn left and then right” (Cameron, 2001).

III. Methodology

Research Paradigm

This study employs an interpretive research paradigm to better understand the subjective experiences and views of both teachers and students on the impact of Project-Based Learning (PBL) on student motivation during the English learning experience. In contrast to positivism, which regards people as passive responses to society influences, interpretivism maintains that individuals are aware beings with agency (Alharahsheh & Pius, 2020). This perspective emphasizes the complexities of human behavior, recognizing that individuals within a community have varied motivations and interpret the same "objective" reality in different ways. Prior to the advent of positivist sociology in the early nineteenth century, several disciplines, including anthropology, sociology, psychology, linguistics, and semiotics, used interpretive approaches centered on comprehending meaning and context rather than just observable phenomena.

Interpretivists acknowledge the existence of an external world but contend that reality cannot be discovered independently. They believe that all study is shaped and impacted by the researchers' prior beliefs and perspectives, in contrast to the positivist approach to sociology. The interpretation of concepts, methods, and data in research is reliant on

academic experts' collective understanding, making it a socially constructed activity. This suggests that things do not arise spontaneously; rather, they are constructed by society, and these constructs differ among cultures. As a result, study findings about reality are likewise socially constructed (Alharahsheh & Pius, 2020).

In this regard, this paradigm is consistent with the purpose and type of approach because it stresses metacognition, which is critical for enabling students to create meaningful learning. This emphasis on metacognition is significant because it allows students to become more aware of their own mental processes, resulting in deeper learning and retention of knowledge. The paradigm enhances the brain's ability to connect, categorize, infer, evaluate, and think critically by employing cognitive, metacognitive, and emotional methods. These skills are required for students to not only absorb material but also apply it in a variety of circumstances, resulting in a more comprehensive and long-term learning experience.

Research methodology

Conducted as a qualitative study, this research examines participants' experiences and perspectives on the introduction of Project-Based Learning (PBL) in the classroom of English. Sautu et al. (2014) indicate that qualitative research provides a comprehensive understanding of the context in which a phenomenon occurs, a fact that is transcendental at the time of understanding its causes, consequences and possible solutions. On the other hand, Rojas de Escalona (2014) points out that qualitative research provides a voice to the participants that propels their experiences and perspectives to be better understood. Now, a qualitative approach helps a phenomenon to be understood in a nuanced and profound way from its context and people's experiences, which makes it a valuable tool capable of generating new theories and/or testing and refining existing ones.

Taking in consideration that motivation is a subjective factor, since each student/teacher can define it differently, qualitative research provides the tools to investigate it deeply from their experiences and points of view. In this sense, it could be more complicated to explore the same demands through quantitative research.

Indeed, qualitative research is especially useful for exploring complicated phenomena and understanding people's experiences and viewpoints. The purpose of this study is to investigate how Project-Based Learning (PBL) promotes student motivation during the English language learning process. The study aims to answer critical issues such as: (1) How does PBL boost students' motivation for English language learning? (2) How do PBL activities affect student involvement and enthusiasm in learning English? (3) What are the perspectives and experiences of both teachers and students regarding the use of PBL in the English classroom, particularly in terms of student motivation? So, the aim is to investigate teachers' and students' subjective experiences and perspectives in order to better understand how PBL affects motivation in English learning. This would entail gathering detailed data through interviews, observations, and the analysis of various artifacts in order to capture the complexities of the participants' experiences and perspectives.

Research approach

The chosen approach is exploratory, with the goal of learning more about the impacts of PBL on student motivation in the context of English language learning among fifth-grade children. Exploratory research is often undertaken when a researcher wants to better understand a novel or understudied problem before deciding whether a more in-depth inquiry is necessary. This strategy is useful when there is minimal prior research on the issue, as it aids in determining the best methods for engaging people, formulating questions, and

collecting data. Researchers can also employ exploratory research to investigate their interests in a certain subject area (Hernández-Sampieri & Mendoza, 2018).

Indeed, this study used a qualitative exploratory case study approach. The case study method entailed a thorough evaluation of a real-world incident in order to draw generalizations and gain deeper insights. This form of research could concentrate on a variety of subjects, including individuals, groups, organizations, and events. In this example, the focus was on a group of children and their teacher, specifically their experiences with English as a Foreign Language (EFL) learning and motivation through the use of Project-Based Learning (PBL) (Zainal, 2007).

By examining a specific topic in its natural setting, the case study method enhances understanding of broader characteristics and processes at work. This research technique is used in a variety of disciplines, including education, anthropology, political science, psychology and social work. Case studies may contain both quantitative and qualitative data. Because participants are examined in their natural environments, case studies are seen as "naturalistic" in contrast to experiments, where researchers control and modify circumstances (Heale & Twycross, 2018). So, it is a good method to investigate if PBL affects motivation in EFL learners.

This study used a qualitative exploratory technique with a case study design, concentrating on depth and detail. A case study, according to Creswell (2014), is a qualitative approach in which a researcher investigates in depth a program, event, activity, process, or group of people. These situations are limited by time and activity, with researchers gathering thorough information over time utilizing a variety of data collection approaches (as stated in Priya, 2021). The reason this study is a case study is because it involves a thorough evaluation of a specific group: Selected students in 5th grade EFL class of a particular school

known as Escuelita UNAE. While all classrooms in the school's EFL classes are involved in the PBL project, selecting one grade only will facilitate a definite and concentrated study. Thus, by concentrating only on the 5th grade, the given research will be able to study the influences, interactions.

Techniques and Instruments

Primary data collection techniques, In-depth interviews were conducted for primary data collection, with a semi-structured guide particularly tailored to elicit EFL teachers' experiences with Project-Based Learning (PBL) implementation. Focus group discussions have also been conducted, utilizing a group discussion guide to explore students' perceptions and experiences with PBL. Direct classroom observations have been facilitated using field notes to record student interactions and behaviors during PBL activities.

Rutledge and Hogg (2020) define in-depth interviewing as a qualitative research approach that entails conducting comprehensive interviews with a small number of individuals. In this approach, researchers spend considerable time engaging with each participant in a conversational style, predominantly using open-ended questions. According to Hurtado (2012) interviews allow spoken communication between two or more people, so it is an activity in which one person (the interviewer) uses predetermined plans or rules to obtain information about a certain situation or topic from other individuals (interviewees). An interview is an activity in which two people, or sometimes more, meet face-to-face and exchange questions so that one obtains information and the other responds. In that sense, it has been used as a semi-structured interview for an EFL teacher.

On the other hand, a focus group was carried out, which is described in literature as a group type of interview. It seems to describe a focus group as a semi-structured conversation about a certain subject among a chosen group of people (Wilkinson 2004). Focus groups

come in a variety of forms, which are dictated by the subjects to be covered or the participants (young adults, individuals with gambling addiction, incarcerated individuals in a particular region, etc.). This method gives insights into the phenomena under study and yields information about people's cognitive processes. Focus groups, as opposed to individual interviews, allow the researcher to collect information more thoroughly and affordably.

Furthermore, focus group discussions have been used to gain insights from students about their engagement, interest, and motivation levels when exposed to PBL activities. Focus groups are defined as discussion groups that facilitate conversation on a certain topic, experienced and shared via shared experiences, based on predetermined topics for discussion that the members are given. In this way, the focus group functions as a dynamic process where individuals share ideas in order for other participants to validate or address their perspectives. A negotiation is observed around topics that have been collaboratively developed during the conversation. It should be mentioned that while the focus group approach does not aim to reach a consensus, members are free to hold onto their original beliefs or to modify them in light of the group's reflections (Silveira et al., 2015).

The benefit of this technique is that it can increase access to information about a phenomena by presenting contrasting viewpoints from participants, which can lead to the development of previously concealed impressions. In this sense, it would be difficult to produce the facts and insights gained from group interaction, the culmination of thoughts, emotions, and individual points of view, outside of this setting (Silveira et al., 2015). So, researchers gain from using this strategy because it enables them to adopt a critical and dialectical position by encouraging the start of an open conversation on certain themes and, occasionally, encouraging the building and deconstruction of notions. In this sense, it has

been applied to 4 different groups of 5 to 6 students, having a length of approximately 45 minutes each.

Instruments utilized comprise interview guides containing open-ended questions designed to delve into research inquiries, along with field notes facilitating systematic recording of pertinent classroom interactions and behaviors during PBL activities (see Appendix 1).

Participants

Participants encompass 5th-grade students and their respective English teachers. Students will contribute insights into their engagement, interest, and motivation levels when exposed to PBL activities, while teachers will offer perspectives on implementation challenges and the efficacy of PBL in enhancing student motivation in English language learning.

In total, there are 23 students in the fifth-grade of the “Escuelita de Educación Básica de Innovación UNAE”, located in Chuquipata-Azogues. Of these students, there are 9 boys and 14 girls, aged between 10 and 11 years. The institution offers education from the Initial 1 level up to the fifth grade of basic education, with only one parallel per grade.

There were different decisions to work with fifth grade students. First, they are the oldest in the institution, which allows us to collect more detailed information, since they can better express their ideas and share them during the interviews. Furthermore, as it is the most advanced course, it represents the final result of the education provided at the school, being the last school year there. Another important reason is that these students have already been working with the Project Based Learning approach since the previous school year, which gives a solid basis to evaluate its impact in this second phase of implementation.

The only criteria for exclusion are participants who are not there the days when the instruments will be displayed. The inclusion criteria consist of students who assist to 5th grade these days in the “Escuelita de Educación Básica de Innovación UNAE”.

Ethical considerations

Ethical considerations in this study were meticulously addressed to align with established research principles. Following the guidelines set by Orozco and Iamberto (2022) and Oxfam (2020), the research aimed to advance knowledge in the field of education while ensuring scientific validity through a validated methodology. The 5th-grade students were selected because they were the oldest at Escuelita UNAE, providing a more comprehensive understanding of Project-Based Learning (PBL). Direct consent was obtained from the school director and the class teacher, ensuring their approval. For the students, who were minors, parental consent was secured, allowing for data collection, including taking photos and conducting interviews.

All participants provided informed consent after being fully informed about the study's objectives and procedures. Participants' privacy was preserved, and they had the option to withdraw from the research at any time. The study followed the American Counseling Association's ethical guidelines (2005, 2014), including the concept of doing no harm. Anonymity was ensured by using codes to hide participants' identities. These steps guaranteed that ethical standards were followed throughout the study process.

Categorization chart

The following categorization tables outline the key themes and questions used in the in-depth teacher interviews and student focus group discussions. These charts are intended to systematically examine the qualitative data gathered throughout the study, with an emphasis on different components of Project-Based Learning (PBL) in the English classroom. Each

graphic organizes the responses into major areas to enable a thorough understanding of PBL's influence on student motivation and engagement.

Categorization chart for in depth-interview (teacher)

This chart organizes the interview questions and categories used to learn about the teacher's experience with PBL. It covers topics such as PBL perspectives, the influence on student motivation, and the problems encountered. Each area is intended to capture distinct insights based on the teacher's observations and experiences.

Table 1.

Category	Definition	Main theme	Instrument (in depth-interview)
Experience	Focuses on the general experience on the use of Project Based Learning (PBL) in the English classroom.	Time in School	1. How long have you been working as an English teacher at this school?
PBL perceptions	Refers to teachers' opinions and beliefs about Project Based Learning (PBL).	Implementation of PBL	2.How long have you been applying Project Based Learning in your classroom?
Motivation	Refers to the changes observed in students' motivation as a	Impact on student motivation	3. How have you noticed that Project Based Learning has impacted student

	result of the application of PBL. This seeks to understand how PBL directly influences students' enthusiasm and interest in participating in classroom activities.		motivation in your classroom?
		Increased interest in English	4. How do you think Project Based Learning has contributed to increasing students' interest in learning English?
		Comparison with traditional approaches	5. What key differences have you noticed in student motivation and engagement between the traditional teaching approach and the project-based approach?
Collaboration and teamwork	Examines how Project Based Learning (PBL) influences students' teamwork skills and attitudes. It focuses on changes in their willingness and effectiveness when collaborating on projects, as well as activities that	Attitude towards teamwork	6. What changes have you observed in students' attitudes toward teamwork and collaboration as a result of implementing Project Based Learning?
		Effective activities	7. What activities have you found most effective in fostering student motivation and engagement during project-based activities?

	enhance these skills.		
Perceived challenges	Explores the challenges that both students and teachers perceive in the context of Project Based Learning (PBL). It focuses on students' ability to meet and overcome challenges, as well as the difficulties teachers encounter in maintaining student motivation.	Ability to face challenges	8. How have project-based activities influenced students' ability to meet challenges and persist in completing their activities?
		Challenges to maintain motivation	9. What challenges have you faced in trying to keep student motivation high during Project Based Learning activities?
Recommendations for Improvement	Focuses on providing guidance and suggestions to improve the implementation of Project Based Learning (PBL), especially in terms of equity, accessibility and student motivation in EFL classes.	Equity and accessibility in PBL	10. How do you ensure that Project Based Learning projects are equitable and accessible to all students, regardless of their initial level of motivation?
		Tips and recommendations	11. What advice or recommendations would you give to other teachers who wish to use Project Based Learning to

			increase their students' motivation?
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Categorization chart for focus group (students)

This chart categorizes the focus group questions designed to understand students' perspectives and experiences with PBL. It covers topics including favorite projects, perceived advantages, and ideas for improvement. The graphic aids in identifying general trends and individual responses, giving a clearer understanding of how PBL influences students' motivation and engagement

Table 2.

Category	Definition	Main theme	Instrument (focus group)
Experience	Refers to the length of time the respondent has spent in school.	Time at school	1. How long have you been studying at this school?
Perception of PBL	Explores the interviewee's perceptions of Project Based Learning (PBL), including their favorite projects and enjoyable activities.	Favorite projects	2. What types of English class projects have you enjoyed the most this year?
		Fun activities	6. What activities or projects in English classes have been the most fun for you?
Motivation	Investigates what most excites the respondent about the teaching methods employed by his or her English teacher.	Fun in teaching	3. What excites you most about the way your teacher teaches English?
Perceived benefits	Focuses on the perceived	Positive aspects of PBL	4. What do you like most about

	advantages and benefits of PBL as experienced by the interview.		working on projects in English classes?
Perceived challenges	Addresses the challenges and negative aspects perceived by the respondent in relation to PBL.	Negative aspects of PBL	5. What do you like least about working on projects in English classes?
Recommendations for Improvement	Seeks suggestions and recommendations to improve PBL implementation, including desired activities and project improvements.	Suggestions for activities	7. What would you like to do in English classes that you haven't done yet?
		Project Improvement	8. How do you think the projects could be more interesting and fun?

IV. Results

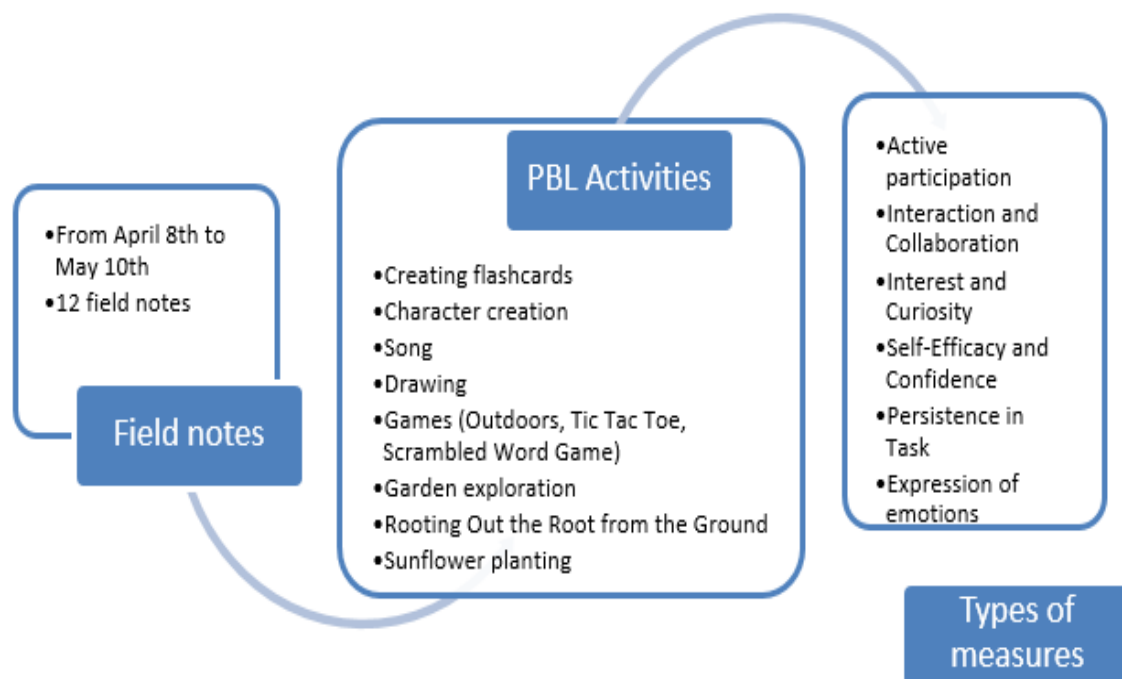
Findings and results

This section presents the main findings of this study. The researchers used a qualitative research method aimed at exploring how Project Based Learning (PBL) fosters students' motivation in the English learning process. So, each result is presented by the instrument in which the element was found (field notes, in depth interview, focus group).

Field notes observations results

Figure 1

Field notes generalities



Note: Data from authors (2024).

As shown on Figure 1, the field notes collected from April 8th to May 10th effectively explore the first objective of understanding how Project-Based Learning (PBL) activities influence students' engagement and interest in learning English. Documenting 12 different observations, the notes detail activities such as creating flashcards, character creation, singing, drawing, playing various games, garden exploration, rooting out plants, and sunflower planting. These activities were analyzed based on six criteria: active participation, interaction and collaboration, interest and curiosity, self-efficacy and confidence, persistence in tasks, and expression of emotions.

From these observations, students exhibited high levels of active participation in PBL activities. This supports Almulla's (2020) conclusion that PBL promotes student involvement through active learning. Engaging in activities such as outdoor games and garden exploration required students to actively use English in meaningful contexts, reinforcing language acquisition through practical application.

Significant interaction and collaboration were noted during activities like character creation and group games, given that the classroom climate was positive, with students encouraging one another and sharing ideas about the plants and words they developed. Students collaborate in a team setting, being open to new ideas and offering assistance on a regular basis, as noticed in different field notes. These findings resonate with Shin's (2018) assertion that PBL enhances motivation and collaborative skills. For English learners, these collaborative exercises provided valuable opportunities to practice language skills in a social context, thus improving their conversational abilities and overall language use.

Creative activities like drawing and sunflower planting captured students' interest and curiosity, which is noticeable in the eleventh field note where students “demonstrated a strong

interest in gardening and the sunflower planting process, enthusiastically seeking out additional information and studying various elements of the activity”, also displaying curiosity by asking questions about gardening practices and sunflower growth, indicating a genuine desire to study the subject “going above and beyond the requirements of the assignment, displaying intrinsic motivation for learning”. The same happened with the Plants vs Zombies activities, as shown in in the second field note where it is stated that “students were enthralled by the Plants vs. Zombies characters and quickly experimented with many different ways of creating them using plasticine”, and that they “showed a desire to learn more about the characters and their terminology, demonstrating strong intrinsic motivation”. In this sense, Cooper et al. (2011) highlighted that participation in activities aligned with personal interests leads to higher motivation.

The field notes also highlighted increased self-efficacy and confidence among students engaged in PBL tasks. For example, in the fifth field note, it is noticed that “The students approached the assignment with confidence and determination. They were willing to take risks and make mistakes, demonstrating their confidence in their abilities to grow and achieve”. In this sense, students demonstrated a growth mindset by learning from their failures and constantly improving. So, they were not discouraged by blunders, but rather saw them as opportunities to learn and improve their comprehension of the new terminology. According to Shin (2018), PBL can boost students' self-belief in their abilities. This was evident as students completed tasks like creating flashcards and presenting character creations, which boosted their confidence. For English learners, the increase of self-efficacy encourages them to take risks and use the language more freely which is essential for language learning progress (Shin, 2018).

Persistence and problem-solving were integrated to activities such as rooting out plants and sunflower planting. These activities required sustained effort and perseverance, demonstrating that students were willing to tackle challenges. This persistence is particularly beneficial for language learners, as emphasized by Larmer and Mergendoller (2015) and Häkkinen et al. (2017), who noted that problem-solving skills are crucial for overcoming language learning obstacles.

Overall, the field notes provided robust evidence that PBL is an effective approach for enhancing student engagement and interest in learning English, where it was established in each one their active participation, interaction, collaboration, persistence, and expression of emotions in each activity. The diverse activities allowed students to interact with English in various ways, catering to different learning styles and interests. Observations of active participation, collaboration, curiosity, self-efficacy, persistence, and emotional expression all align with the literature on the benefits of PBL.

In depth interview results

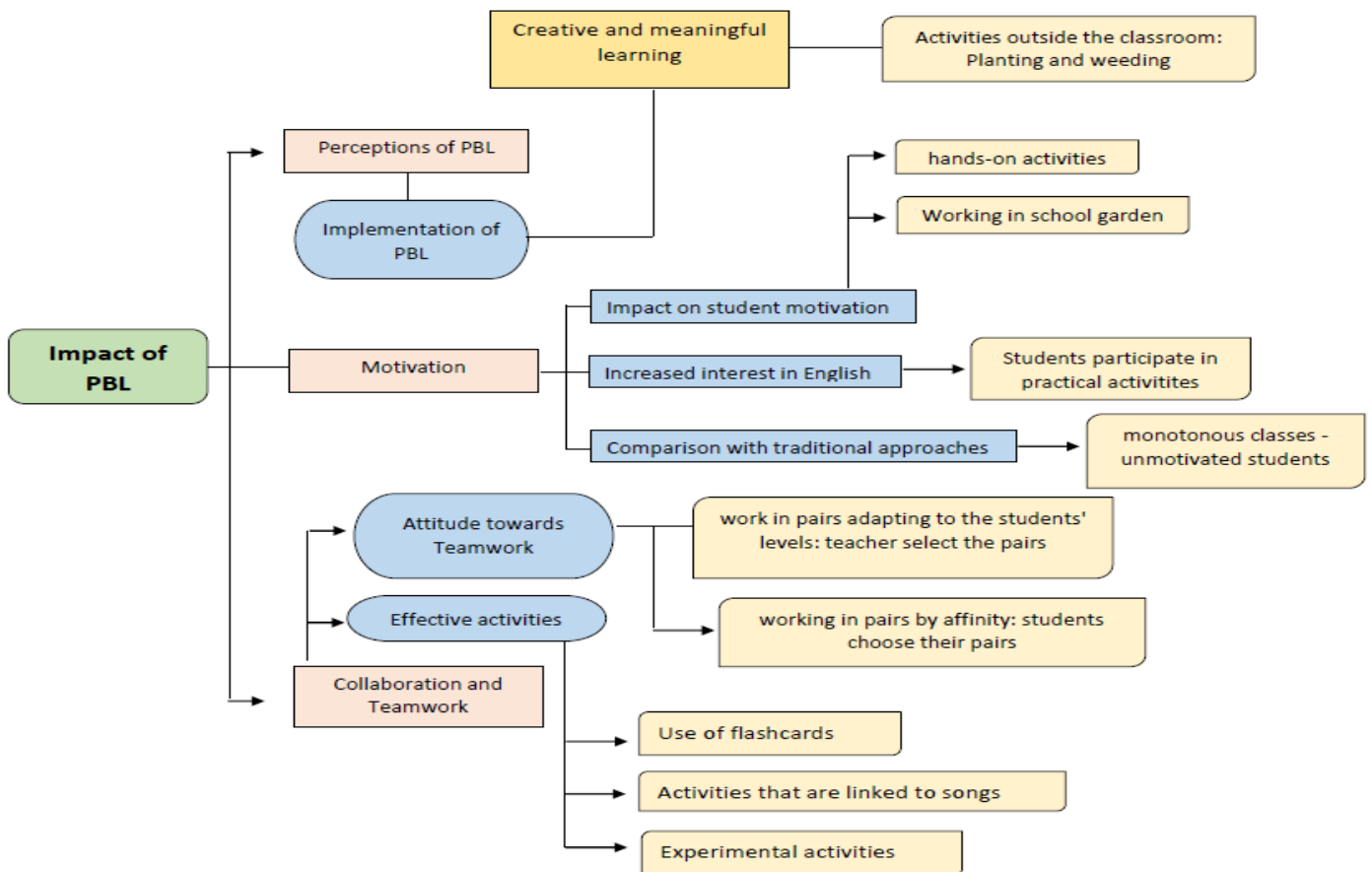
Taking in consideration the in-depth interview made with the teacher, the next figures collectively highlight the comprehensive impact of Project-Based Learning (PBL) on student motivation, perceptions, and collaborative skills in EFL settings. Here's an interpretation of the figure in connection with the literature review and how it relates to the perceptions and experiences of both teachers and students regarding the implementation of PBL in the English classroom in relation to students' motivation:

The analysis from the in-depth interview with the teacher, revealed important findings about the implementation of PBL, which can be taken into five main areas exposed in the next two figures: "Perceptions of PBL," "Motivation," "Collaboration and teamwork",

“Benefits”, “Challenges”, and “Recommendations”, where each area was linked to specific themes that further explained PBL's effectiveness.

Figure 2

Impact of PBL



Note: Data from authors (2024).

In the figure 2, it can be seen the different categories and subcategories explored in the interview with the teacher. First, there are the perception of PBL and its implementation; then, the motivation which considers the impact on students' motivation, their increased interest in English and the comparison of PBL with traditional approaches; finally, it describes the collaboration and teamwork which includes the attitude towards teamwork and the effective activities; each one will be assessed in the following paragraphs.

First, the teacher noted how the implementation of PBL made learning more engaging and meaningful. The participant stated, "*porque ellos salen, entonces hacen un aprendizaje práctico en la huerta al mismo tiempo que van sembrando van haciendo el deshierbe también aprenden el inglés*" [because they go out, so they do practical learning in the garden. At the same time as they are planting, they are doing the weeding while they also learn English]. This reflected the literature, where Almulla (2020) highlighted that PBL enhanced the learning of disciplinary topics and provided authentic learning experiences. This positive implementation helped shape favorable student perceptions as they recognized the value and relevance of their projects.

The participant shared how students become much more motivated when they have the chance to engage in hands-on activities outside the classroom, like working in a school garden. The participant exposed, "*ellos se entusiasman mucho al salir, simplemente con el hecho de salir del aula ya a ellos les despierta, les sube el ánimo porque estar mucho tiempo en la clase tiende a ser monótono aburrido*" [They get very excited when they leave, simply by leaving the classroom it wakes them up, it raises their spirits because spending a long time in class tends to be monotonous and boring]. Shan (2020) exposed that the effective language learners show more internal drive and a more vigorous enthusiasm for learning.

Almulla (2020) also supports this idea, showing that the Project-Based Learning (PBL) approach strongly correlates with genuine learning, discipline-specific topic learning, iterative learning, and collaborative learning, all of which boost student engagement. When students take part in projects that require English skills, they become more dedicated to improving those skills. Moreover, Shan (2020) points out that effective language learners demonstrate a stronger internal drive and enthusiasm for learning. This intrinsic motivation

works hand in hand with learning accomplishments, creating a synergistic relationship that enhances the overall learning experience. Engaging in practical activities like gardening illustrates how these experiences can make learning more enjoyable and relevant, ultimately sparking greater enthusiasm and commitment in students.

Comparing PBL with traditional methods, the participant noted that traditional teaching often led to student disengagement due to its monotonous nature. Both Calle et al. (2012) and Ortega et al. (2019) observed that pedagogical strategies, such as an emphasis on translation and a lack of utilization of the foreign language as a medium of instruction, remain prevalent despite efforts by the Ministry of Education of Ecuador to promote a communicative approach in the curriculum. The teacher exposed, *"una clase magistral con un enfoque tradicional empeora la situación: tienen dos o tres horas a la semana, en las que solo en ese momento practican inglés. Y, si a eso le añadimos una enseñanza tradicional, obviamente el estudiante va a sentirse desmotivado no va a querer tener clases"* [A master class with a traditional approach makes the situation worse: they have two or three hours a week, in which only then do they practice English. And if we add traditional teaching to that, obviously the student will feel unmotivated and will not want to have classes].

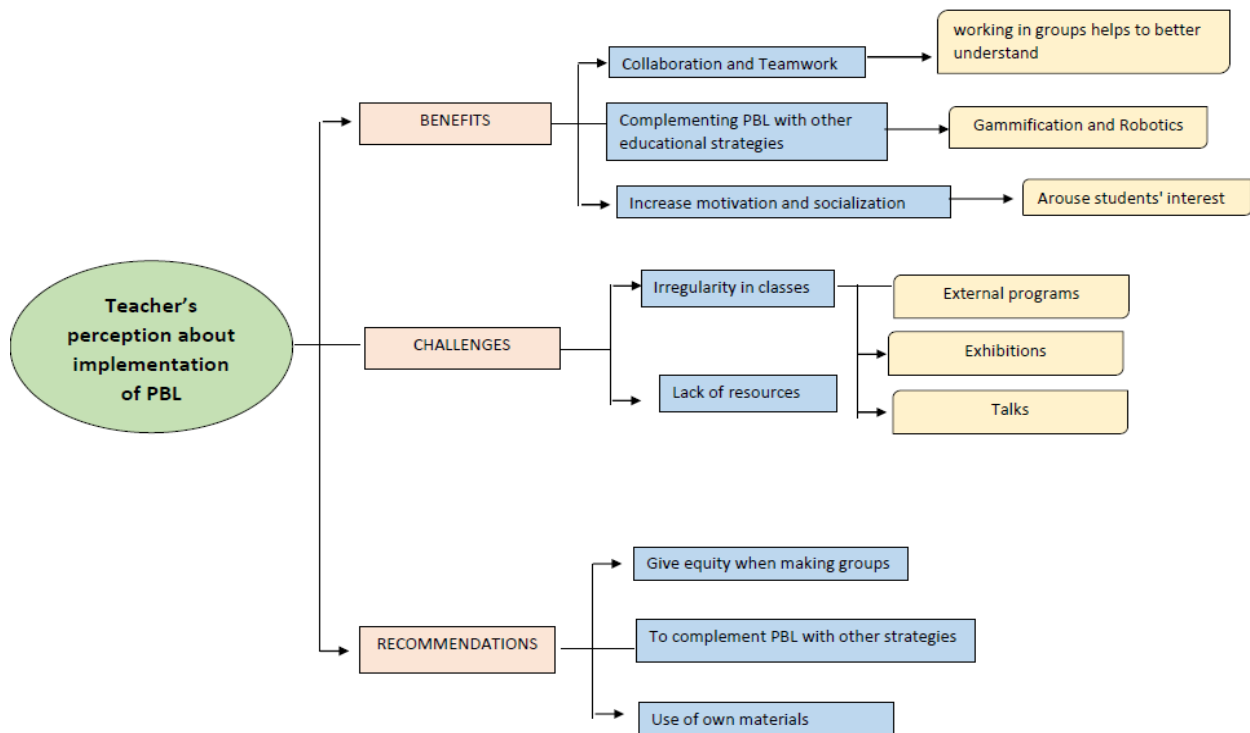
Regarding collaboration and teamwork, the participant mentioned that PBL improved students' attitudes towards teamwork. The teacher explained, *"al ponerles en parejas yo les puse, eh un poco buscando quiénes se destacan un poco más para que puedan ir complementándose"* [When they put themselves in pairs, I put them, a little looking for who stands out a little more so that they can complement each other]. The literature supported this, showing Smith and Johnson's (2019) meta-analysis which emphasized the motivational benefits of collaborative project work, underscoring the importance of teamwork and peer interactions in fostering a supportive learning environment. The participant also exposed:

“otras actividades también he dejado a la escogencia de ellos. O sea la idea, es que se pueda ir rotando, no solo imponerles la pareja o imponerles el grupo, sino también dar esa flexibilidad que sea aleatorio o que busquen por afinidad” [I have also left other activities to their choice. In other words, the idea is that you can rotate, not only impose the couple or impose the group, but also give that flexibility that is random or that they search by affinity]. Allowing students to choose partners based on affinity further enhanced teamwork dynamics and student motivation (Smith & Johnson, 2019).

On the other hand, Effective activities were mentioned as particularly engaging. Cooper et al. (2011) further highlighted that participation in activities aligned with personal interests leads to higher motivation. The teacher highlighted: *"actividades que involucren el uso de las flashcards, actividades que estén ligadas a canciones, son muy importantes. La música dentro del aprendizaje de los idiomas, actividades experimentales y otras ayudan mucho"* [Activities that involve the use of flashcards, activities that are linked to songs, are very important. Music within language learning, experimental activities and others help a lot]. These activities provided tangible products and presentations that validated students' efforts, reinforcing Tanaka's (2022) emphasis on the importance of structured PBL activities with clear goals.

Figure 3

Teacher's perceptions about implementation of PBL



Note: Data from authors (2024).

In the figure 3, the participant noted that PBL fostered collaboration and teamwork. The participant said, "*entonces una persona como tal siempre dice, no dos cabezas piensan mejor que una, pero también dos cabezas también aportan mucho más*" [So a person as such always says, not two heads think better than one, but two heads also contribute much more]. This reflects the literature, where it was highlighted that PBL enhances interpersonal and problem-solving skills, as noted by Smith and Johnson (2019). Additionally, PBL was described as complementary with other educational strategies, and the participant observed that "*si bien el aprendizaje basado en proyecto es la estructura que va guiando la clase, lo esencial es ir colocando más metodologías para seguir despertando el interés, entonces dentro del ABP, yo también, les he implementado lo que es la gamificación con un poco de*

robótica" [Although PBL is the structure that guides the class, the essential thing is to go, uh, placing more methodologies to continue arousing interest, so within project-based learning, I have also implemented gamification with a little robotics]. This aligns with Almulla's (2020) emphasis on PBL's flexibility and adaptability in various educational contexts.

Regarding motivation, the participant discussed how PBL increased student motivation and socialization. The participant mentioned, "*la enseñanza basada en proyectos es justamente para despertar ese interés de esa motivación*" This observation is supported by Ryan and Deci (2017) and Taipe (2023), who found that intrinsic motivation is bolstered through PBL because students find the learning process more enjoyable and relevant. Shin (2018) also indicated that PBL positively impacts students' motivation and self-efficacy, likely extending to their interest in learning English.

The figure also identified challenges in implementing PBL, such as irregularity in classes and a lack of resources. The participant noted, "*el principal desafío consideraría yo dentro de la escuelita UNAE es que somos partícipes de muchos otros proyectos de la Universidad de escuelas o de instituciones externas, las clases han sido bastante irregulares, ya me llaman a mí de pronto que colabore con alguna con alguna exposición o que colabore con otro grupo o vienen a dar charlas a los estudiantes*" [the main challenge I would consider within the UNAE school is that we are participants in many other projects of the University of schools or external institutions, the classes have been quite irregular, they call me to collaborate with an exhibition or to collaborate with another group or come to give talks to the students]. This matches findings in the literature, where the irregularity and resource constraints in educational settings are recognized as barriers to effective PBL implementation. Vogler et al. (2018) also highlighted that these challenges can hinder the successful adoption of PBL in classrooms.

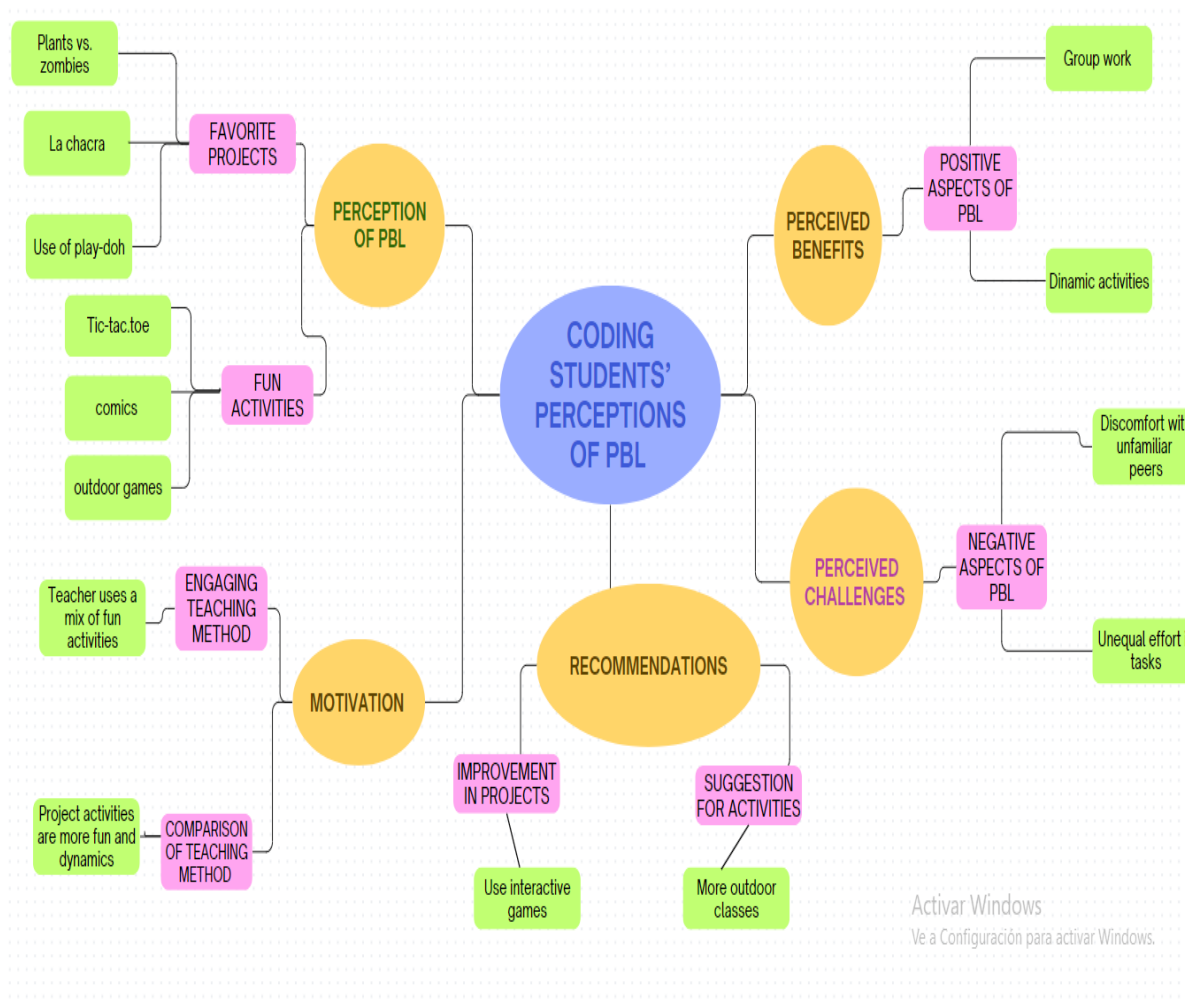
In terms of recommendations, the participant emphasized the importance of equity when making groups, suggesting that "*Ensuring equity in group formation can enhance collaboration and learning outcomes.*" This aligns with the literature, which advocates for thoughtful group composition to maximize the benefits of PBL. The participant also recommended complementing PBL with other strategies and using one's own materials, stating, "*Using diverse strategies and materials can enrich the PBL experience and address different learning needs.*" This echoes Tanaka's (2022) emphasis on the importance of structured PBL activities with clear goals and varied resources.

Focus group results

The focus group was conducted to explore the perception of the students but it responded to the second objective which is to compare the perceptions and experiences of both teachers and students regarding the implementation of Project-Based Learning (PBL) in the English classroom. By analyzing the data from these discussions, we aimed to understand how PBL impacts various aspects of the educational experience. The focus group results were organized into five main areas: "Perceptions of PBL," "Motivation," "Benefits," "Challenges," and "Recommendations." Each area was connected to specific themes that shed light on PBL's effectiveness. This analysis helps us to draw comparisons and highlight differences between teachers' and students' viewpoints, aligning with our objective of examining their experiences with PBL in the English language learning context.

Figure 4

Students' perceptions of PBL



Note: Data from authors (2024).

In figure 4 the students' perspective, the implementation of PBL had a significant impact on their perceptions of learning. The students highlighted that their favorite projects and fun activities contributed to a more engaging learning experience. This aligns with the literature, where Almulla (2020) emphasized that PBL enhances disciplinary topic learning and provides authentic learning experiences, making lessons more relevant and engaging for students. Participants exposed some activities like plants vs. zombies, the activity in which they use plasticine to create a character, and also the “chakra project”. The participant number 1 in the first focus group indicates that “*a mí me gusto más la actividad de donde teníamos que hacer las figuras en plastilina y crear nuestros propios personajes*” [I liked the activity

where we had to make the figures in Play-Doh and create our own characters]. On the other hand, participant 4 in the second focus group exposed “*el proyecto de la chacra*” [the farm project] as his favorite project.

Regarding motivation, the figure indicates that students' motivation was influenced by the teaching methods used in PBL. It highlights with Simons and Baeten (2016) who exposed that PBL can help teachers by providing them with more significant professional learning, emotional and professional support, and personal development. Participants felt more motivated by the teacher's way of teaching and the style he uses to teach. Some participants mentioned that they like the manner in which the teacher imparts his classes because he is dynamic and always help them with problems. Participant 3 in the second focus group highlight “*a mí lo que más me gusta es que el profe no nos no nos dice a ver hagan y punto nos pone jueguitos y me gusta, porque a veces nos pone en trabajos en equipo que tenemos que elegir a quién queremos*” [what I like the most is that the teacher doesn't tell us to do what we do and that's it, he plays games and I like it, because sometimes he puts us in team work and we have to choose who we want to do it.] It has a connection with Lorenza (2022) who highlighted that teachers of second or foreign languages must make every effort to motivate their pupils. For example, students emphasize that they like the PBL classes because they are more dynamic compared to the previous classes. Participant 2 in third focus group 3 exposed “*de ahora porque antes no nos hacía como tanta dinámica y ahora sí nos hace dinámica*” [of now because before it didn't make us as much dynamic and now it does make us dynamic].

The figure also identified benefits of PBL, such as positive aspects of the learning process. By encouraging critical thinking together with problem-solving, interpersonal communication, information and media literacy, cooperation, leadership and teamwork,

invention, and creativity, the PBL method is a successful means of developing 21st-century skills (Häkkinen et al., 2017). Participants appreciated the opportunity to work collaboratively, but with their friends and develop problem-solving skills, reflecting Smith and Johnson's (2019) findings that PBL enhances interpersonal skills. The participant 1 in the first focus group mentioned “*Sí, es más chévere trabajar en grupo, y más, con los amigos*” [Yes, it is cooler to work in a group, and even more so, with friends]; highlighting the collaborative benefits of PBL. It has connection with Kokotsaki et al. (2016) who emphasized the collaboration work exposing that PBL students often collaborate to solve a given problem, create a product for a specific market, and assess the project and development process.

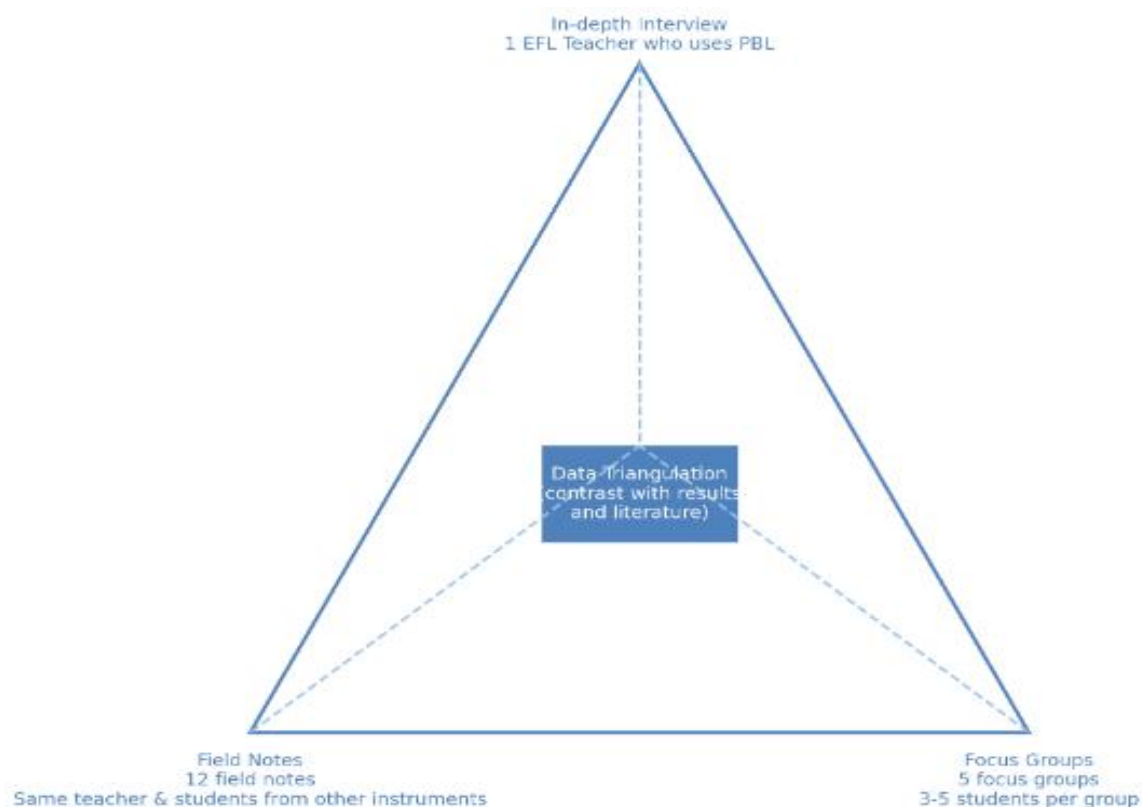
However, the figure also highlighted challenges associated with PBL implementation in classroom, where participants found such as negative aspects of the learning process the creation of groups with students. This shows that they are not familiar or not have a good relationship because they exposed in those cases just one student does the activity. Participant 1 in the focus group 1 exposed “*Porque aveces nos sabe poner con gente que no conocemos mucho y nosotros queremos ponernos más con nuestros amigos*” [Because sometimes he puts us with people we don't know very well and we want to get more with our friends.] on the other hand participant 2 in the focus group 4 exposed “*porque a veces solo uno hace*” [because sometimes only one does] referring to the tasks in class. Likewise, Lombardi (2019) highlighted that a project work well students must take ownership of their obligation to find pertinent information and share it with the group to assist in formulating a workable solution.

In terms of recommendations, students suggested specific improvements for PBL activities and projects. They recommended creating more activities outside the classroom and applying more games with interactive activities. For example, participant number 5 from the second focus group mentioned that “*me gustaría que hagamos muchas más actividades y y*

salgamos afuera y hagamos como unas pistas, donde hay como un papelito y que vayamos encontrándolos para poder así tener la respuesta” [I would like us to do many more activities and go outside and make some clues, where there is like a piece of paper and that we find them so we can have the answer]. At this respect, Cooper et al. (2011) further highlighted that participation in activities aligned with personal interests leads to higher motivation, it also aligned involving students in the creation and exploration of real-world problems, PBL fosters a sense of ownership over their learning process, thereby enhancing intrinsic motivation (Ryan & Deci, 2000).

Figure 5

Data triangulation generalities



Note: Data from authors (2024).

Having described already how the different instruments were done, with a teacher, students and their interactions in the classroom, now there will be analyzed the findings in contrast with the academic literature considering their similarities and differences. First, it must be said that the teacher had 3 years teaching. According to Leary et al (2019), the teacher's role is important because they are the facilitators who establish active and self-directed learning, involving assisting, modeling and monitoring the process. Furthermore, their experience can lead to better results.

On the other hand, the different instruments applied showed that students increased their motivation. In this sense, Mehmet (2020) mentions that motivation is a part of language acquisition, being that a goal-directed strategy involves effort and a desire to reach the objective of language acquisition. So, PBL has accomplished its goals, considering the impact on students' motivation.

When talking about the increasing interest in English, particularly the focus groups noted that students tried to get involved in the different activities, increasing their intrinsic and extrinsic motivation, particularly seen in them when trying to learn vocabulary by themselves and with the interaction between the members of the group. According to Almulla (2020), PBL has a strongly correlate with collaborative learning. It is noticeable when Shan (2020) noted that effective language learners show more internal drive and a more vigorous enthusiasm for learning. As a result, it is believed that motivation and learning accomplishment have an important relationship.

Particularly, it was noticed that traditional approaches seem to be boring for students comparing with PBL. Even though, Ortega et al (2019) observed that traditional approaches

are predominant in Ecuador, even when the Ministry of Education promotes a communicative approach.

When evaluating the attitude towards teamwork and the effective activities to achieve collaboration, it was observed that sometimes students had a discomfort when they could not choose their group, but at the end, they had a better development working with the different groups they worked with. In that sense, Smith and Jonhson (2019) emphasized that collaborative project work, fosters a supportive learning environment. On the other hand, Cooper et al (2011) noticed that participation in group activities leads to higher levels of motivation.

Later, evaluating the perceived challenges, it was mainly noticed a lack of vocabulary. However, students faced the challenges with determination trying to get involved in the activities and studying by themselves to participate which made them to keep their motivation, having to learn about gardening, and other subjects such as Quichua. At this respect, Vogler et al (2018) mentioned that the project's multidisciplinary approach helped to collaborate and create challenging moments to increase students' participation.

Finally, talking about the recommendations for implementation of PBL, students mentioned to make more outdoors activities, learn through comics, songs and apps, and transform traditional games into English learning games and gain vocabulary about new topic. The teacher mentioned to include the use of the 4 language skills, be flexible with the planification and contextualize learning. About this, Servant-Miklos et al (2019) mention that multiple kinds of knowledge, skills, and talents will inevitably be needed to comprehend and solve problems given in rich and relevant settings, so the recommendations made by the students can fix into this statement. On the other hand, Lombardi (2019) stated that learners

should be able to articulate what they already know and what they still need to learn, which is related to Vygotsky's theory and also with the consideration that learning is progressive, so everything that is taught must be related to previous topics to have a better comprehension.

V. Conclusions

Taking in consideration that the aim of this study was to analyze how Project Based Learning (PBL) fosters students' motivation in the English learning process, it must be said that according to the results, both the teacher and the students found that PBL increases their motivation. Mainly, because it involves intrinsic and extrinsic motivation through different complementary strategies such as gamification and planning with other subjects.

About the specific objectives, the first one was to explore how the use of PBL activities influences students' engagement and interest in learning English. About it, it can be mentioned that PBL made students to generate engagement between themselves and their group, trying to learn new vocabulary, to know about the topics involved in the projects and some others. In this sense, students compromise to the project and the others to be successful, having pre-established goals to accomplish. Similarly, students made suggestions about the next activities that they would like to make during the classes, explaining the benefits they can have by rewards, qualifications or just having fun.

Finally, the other objective tried to compare the perceptions and experiences of both teachers and students regarding the implementation of PBL in the English classroom. In that sense, the judgements between them were similar. Both parts noticed that PBL increases motivation and engagement -for example- contrasting with traditional methods. Particularly, the teacher noticed how the traditional classes were ineffective and that was the reason why

he chose to change the approach in which he teaches. In general, participants appreciated the opportunity to work collaboratively, but with their friends and develop problem-solving skills. In this sense, PBL accomplishes to link different elements to facilitate learning in students, having rapprochements between Quichua, English and gardening, among others.

VI. Recommendations

The results showed different approaches of increasing motivation in students, but the levels cannot be identified. In this sense, it is recommended to make a study that can measure the level of motivation without using PBL and using it. This can be done using experimental research with a control and experimental group.

It was noticed how students' involvement in classes increased. For this reason, and considering that they can have a more significant knowledge in the classroom, it is a good initiative to consider what students like and need to make new projects.

Finally, considering the comparison of the perceptions and experiences of both teachers and students regarding the implementation of PBL in the English classroom, it was noticed that they were similar. In this sense, it is recommended to include the perspectives of both parts in future studies. Thus, none of the parts can be relegated because they are both a part of the teaching-learning process.

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VI. Appendix

Appendix 1

Field Notes (Observation)

Field Note to Measure Student Motivation in PBL Activities

Activity: _____

Date of Observation: _____

Indicators to Observe:

Active Participation:	Observations
Students arrive to class on time.	
Students actively participate in PBL activities.	
Students show interest and enthusiasm to project development.	
Interaction and Collaboration:	
Students collaborate effectively with peers in project development.	
A teamwork atmosphere and mutual support among students are observed.	
Interest and Curiosity:	
Students demonstrate interest and curiosity in the project topic.	
They are actively involved in research and exploration of the subject matter.	
Self-Efficacy and Confidence:	



Students exhibit confidence in their abilities to tackle project challenges.	
Students feel capable of overcoming obstacles and solving problems during project development.	
Persistence in Task:	
Students demonstrate determination and persistence in facing challenges and completing project tasks.	
An attitude of overcoming obstacles and a willingness to learn from mistakes are observed.	
Expression of Positive Emotions:	
There is an expression of positive emotions, such as enthusiasm and satisfaction, during PBL activities.	
Students enjoy and feel motivated by the learning process through the project.	
Reflection and Self-Awareness:	
Students reflect on their progress and performance during the project.	
Students identify their own strengths and weaknesses.	

Students can adjust their approach in the project based on their reflections.	
Students recognize the need to find ways to stay committed when facing challenges or setbacks in the project.	

Appendix 2

Validation of instruments

Guided questions (In-depth interview / Focus group)

Name(s) of students: Maria Belen Auquilla Villa and Janneth Marisol Yanza Yanza
Analysis of the Project-Based Learning Approach as a Factor that fosters motivation in the English Learning Process of the 5th EGB students

Type of test: Guided questions (In-depth interview / Focus group)

Objective to be reached:

General Objective

To analyze how Project Based Learning (PBL) fosters students' motivation in the English learning process.

Specific Objectives

To compare the perceptions and experiences of both teacher and students regarding the implementation of PBL in the English classroom.

Main Research Question

How does Project-Based Learning (PBL) foster students' motivation in the English learning process?

Objective of the data collection instrument: The objective of the data collection instrument is to compare the perceptions and experiences of the teacher and students regarding the implementation of Project-Based Learning (PBL) in English learning. In-depth interviews will be conducted with the teacher, and a focus group will be held with 4 different groups of 5 to 6 students. These interviews will take place between June 3rd and 5th to gather fresh data. The goal is to understand how PBL has influenced their motivation and engagement in the English classroom. By analyzing the responses from both the teacher and the students, we hope to gain a comprehensive understanding of how PBL has influenced their motivation and engagement in the English classroom. This information will be valuable for evaluating the effectiveness of PBL and identifying areas for improvement.

Guided interview for students

1. ¿Cuánto tiempo llevas estudiando en esta escuela?
2. ¿Qué tipos de proyectos de clase de inglés has disfrutado más este año?
3. ¿Qué actividades o proyectos en las clases de inglés te han resultado más divertidos?
4. ¿Qué es lo que más te entusiasma de la forma en que tu profesor enseña inglés?
5. ¿Qué es lo que más te gusta de trabajar en proyectos en las clases de inglés?
6. ¿Qué es lo que menos te gusta de trabajar en proyectos en las clases de inglés?
7. ¿Qué te gustaría hacer en las clases de inglés que aún no hayas hecho?
8. ¿Cómo crees que los proyectos podrían ser más interesantes y divertidos?

Guided interview for teachers

1. ¿Cuánto tiempo lleva trabajando como profesora de inglés en esta escuela?
2. ¿Cuánto tiempo llevas aplicando el Aprendizaje Basado en Proyectos en tu salón de clases?
3. ¿Cómo ha notado que el aprendizaje basado en proyectos ha impactado la motivación de los estudiantes en su salón de clases?
4. ¿Cómo crees que el aprendizaje basado en proyectos ha contribuido a aumentar el interés de los estudiantes por aprender inglés?
5. ¿Qué diferencias clave ha notado en la motivación y el compromiso de los estudiantes entre el enfoque de enseñanza tradicional y el enfoque basado en proyectos?
6. ¿Qué cambios ha observado en las actitudes de los estudiantes hacia el trabajo en equipo y la colaboración como resultado de la implementación del Aprendizaje Basado en Proyectos?
7. ¿Qué actividades ha encontrado más efectivas para fomentar la motivación y el compromiso de los estudiantes durante las actividades basadas en proyectos?
8. ¿Cómo han influido las actividades basadas en proyectos en la capacidad de los estudiantes para enfrentar desafíos y persistir en completar sus actividades?
9. ¿Qué desafíos ha enfrentado al tratar de mantener alta la motivación de los estudiantes durante las actividades de aprendizaje basado en proyectos?
10. ¿Cómo se garantiza que los proyectos de aprendizaje basado en proyectos sean equitativos y accesibles para todos los estudiantes, independientemente de su nivel inicial de motivación?
11. ¿Qué consejo o recomendación les daría a otros profesores que deseen utilizar el aprendizaje basado en proyectos para aumentar la motivación de sus alumnos?



Instrument to validate the data collection instrument

Instruction: Please indicate your degree of agreement or disagreement on the statements provided below by encircling the number that corresponds to your best to your judgment.

- 1 – Strongly Disagree 4 – Agree
2 – Disagree 5 – Strongly Agree
3 – Undecided

Criteria

The items in the instrument are relevant to answer the objectives of the study.	1	2	3	4	5
The items in the instrument can obtain depth to constructs being Measured/studied.	1	2	3	4	5
The instrument has an appropriate sample of items for the construct being measured/studied.	1	2	3	4	5
The items and their alternatives are neither too narrow nor limited in its content.	1	2	3	4	5
The items in the instrument are stated clearly.	1	2	3	4	5
The items on the instrument can elicit responses which are stable, definite, consistent, and not conflicting.	1	2	3	4	5
The terms adapted in the scale are culturally appropriate.	1	2	3	4	5
The layout or format of the instrument is technically sound.	1	2	3	4	5
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	4	5
The instrument is interesting such that participants will be induced to respond to it and accomplish it fully.	1	2	3	4	5
The instrument as a whole could answer the basic purpose for which it is designed.	1	2	3	4	5

COMMENTS AND SUGGESTIONS SECTION

1. Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?

Yes NO

2. What items would you add or erase?

I would erase the *Students arrive to class on time* since this can be the result of different factors and not motivation itself. In addition, students can arrive to class late, yet they can be motivated.

3. What other suggestions would you make to improve this instrument?

I would re-read the items and divide the ones that contain two different constructs into two separate items. For example, *Students identify their own strengths and weaknesses*. What if a student can identify only his/her strengths and not weaknesses?

Also, I would give a second thought on some items which, from my point of view, can't be determined by just observing. Once again, that is the case of *Students identify their own strengths and weaknesses*. How can you say that they are actually identifying the good and the bad if they haven't uttered a word? Plus, how is it possible to observe a whole class and say that each one of the students is identifying strengths and weaknesses? Are you conducting one observation for each student? If so, if only one observation occurs, do you think in just one observation a student can do all the things you listed on your checklist?

Evaluator's Names:

Jorge Villavicencio Reinoso

ID: 0105079909

Academic Degree: Master's degree

Signature:



Instrument to validate the data collection instrument

Instruction: Please indicate your degree of agreement or disagreement on the statements provided below by encircling the number that corresponds to your best to your judgment.

- | | |
|-----------------------|--------------------|
| 1 – Strongly Disagree | 4 – Agree |
| 2 – Disagree | 5 – Strongly Agree |
| 3 – Undecided | |

Criteria



The items in the instrument are relevant to answer the objectives of the study.	1	2	3	4	5
The items in the instrument can obtain depth to constructs being Measured/studied.	1	2	3	4	5
The instrument has an appropriate sample of items for the construct being measured/studied.	1	2	3	4	5
The items and their alternatives are neither too narrow nor limited in its content.	1	2	3	4	5
The items in the instrument are stated clearly.	1	2	3	4	5
The items on the instrument can elicit responses which are stable, definite, consistent, and not conflicting.	1	2	3	4	5
The terms adapted in the scale are culturally appropriate.	1	2	3	4	5
The layout or format of the instrument is technically sound.	1	2	3	4	5
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	4	5
The instrument is interesting such that participants will be induced to respond to it and accomplish it fully.	1	2	3	4	5
The instrument as a whole could answer the basic purpose for which it is designed.	1	2	3	4	5

COMMENTS AND SUGGESTIONS SECTION

1. Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?

Yes NO

2. What items would you add or erase?

I would not erase anything in the questionnaire. The length and depth of the questions are good enough to obtain data that will help to answer the research question.

3. What other suggestions would you make to improve this instrument?

The only suggestion I have for this instrument is to make it more detailed by asking follow-up questions during the interview.

Evaluator's Names:

Luis Andrés Peralta Sari

ID: 0104553912

Academic Degree: Master of Science

Signature:



.....
Luis Andrés Peralta Sari

Appendix 3

Consent letter for the school rectors



UNIVERSIDAD NACIONAL DE EDUCACION
UNAE, ECUADOR
Carrera Pedagogía de los Idiomas Nacionales y Extranjeros (PINE)

Azogues, 01 de abril de 2024.

Asunto: Carta de recomendación

Para:

- Lic. Priscila Romero (Directora de la Escuela UNAE)
- Lic. Ariel Arza (Docente de inglés)

De: Mirdelio E. Monzón Gómez

(Dirección de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros (PINE))
Universidad Nacional de Educación (UNAE)

Mediante la presente carta, tenemos el gusto de notificar y comunicar que las estudiantes **MARIA BELÉN AUQUILLA VILLA** con cédula de identidad 0151229358, y **JANNETH MARISOL YANZA YANZA** con cédula de identidad 0150069904, son estudiantes de nuestra institución (UNAE) matriculadas el programa o carrera de formación Pedagogía de los Idiomas Nacionales y Extranjeros con la finalidad de convertirse en futuras docentes de inglés. Las mencionadas estudiantes han seleccionado como forma de graduación la modalidad de **Trabajo de Integración Curricular (TIC)**, conocido como tesis de grado. En el proceso les acompaña la Docente **JESSICA ELIZABETH OCHOA DELGADO**, Docente de la Carrera de PINE.

Para ello, una de las formas de desarrollarlo es a través de los contextos educativos reales donde deben identificar una problemática o situación de aprendizaje donde puedan poner en práctica lo aprendido en las asignaturas relacionadas con la investigación educativa y todo el proceso de formación. En este sentido, las estudiantes han seleccionado la Institución Educativa que usted dirige y han identificado el siguiente tema de investigación "**Analysis**

1/2



of the Project-Based Learning approach as a factor that fosters motivation in the English learning process of 5th grade students".

Considerando lo anteriormente planteado, se le solicita de la manera más comedida que se le permita el acceso a la institución con estos fines. Las estudiantes planifican que la entrada y permanencia temporal en la institución educativa serían durante los meses en que exista docencia, fundamentalmente abril y mayo de 2024 (entre el 08 de abril al 31 de mayo); para ello han planificado la entrada dos (2) veces a la semana. De necesitar mayor extensión del tiempo, se le comunicaría y solicitaría su permiso y autorización.

Es válido señalar que las estudiantes en mención son muy responsables y excelentes; de ahí que, nunca han presentado algún inconveniente durante sus estudios. Ambas ponen todo su esfuerzo y empeño para hacer realidad su sueño hasta el final. Esto demuestra que siempre ha tenido cualidades muy positivas, como su colaboración, trabajo en equipo, y alianza con otros compañeros en las diferentes clases y actividades donde han estado matriculadas.

De antemano, se le agradece por la atención prestada al misma.

Atentamente,

Mirdelio E. Monzón Gómez
Director de la Carrera de PINE
Universidad Nacional de Educación



Recibido: 01/Abr/2024
Aprobado.
desde el 8 de
abril 2 veces
por semana.
lunes de 11H45.
miércoles de 08H45.
2/2

Appendix 4



Consent letter for parents



Carta de autorización para publicación de trabajos, videos o fotografías del estudiante de la Escuela de Educación Básica de Innovación UNAE

Estimado padre/madre o representante legal:

Me dirijo a usted para solicitar su autorización para que las estudiantes de la Universidad Nacional de Educación (UNAE), de la carrera **Pedagogía de los Idiomas Extranjeros y Nacionales**, **9no** ciclo, paralelo **2** que realizan su Trabajo de Integración Curricular (TIC) conocido como tesis de grado en la institución "**Escuela de Innovación UNAE**" tomen fotografías, videos y entrevistas de su representado/a dentro del aula, así como también durante las actividades escolares, únicamente con fines educativos y de investigación.

Si brinda su autorización, la UNAE podría publicar con fines académicos y de investigación en diversos formatos las fotografías, videos, muestras del trabajo que haya realizado su representado/a. Las publicaciones podrían ser: boletines (en línea y forma impresa), Internet, sitios web intranet, revistas, periódicos locales y en el Repositorio de la Biblioteca de la UNAE

A continuación, detallamos nuestro estudio educativo:

Este estudio está enfocado en el área de inglés, con el fin de analizar cómo influye la metodología de Aprendizaje Basado en Proyectos (ABP) en la motivación de los estudiantes por el aprendizaje del inglés. Durante este tiempo, los alumnos de 5to de básica deberán colaborar con ciertas actividades como entrevistas con la finalidad de que las estudiantes de la carrera de Pedagogía de los Idiomas puedan recolectar datos de manera efectiva. Cabe recalcar que se seleccionará a un grupo pequeño de estudiantes, quienes serán los que participen activamente en el proceso. El estudio se realizará durante las horas de inglés, por lo cual ya nos hemos comunicado con el docente de inglés de este curso para pedir su debida autorización.

Al firmar el presente consentimiento usted estaría de acuerdo con lo siguiente:

1. Se puede reproducir la fotografía de su representado/a ya sea en color o en blanco y negro.
2. La UNAE no usará los videos o fotografías para ningún fin que no sea la educación de los practicantes, la promoción general de la educación pública o de la UNAE, en los trabajos realizados en las prácticas preprofesionales y de investigación, es decir, no lo utilizará con fines comerciales y publicitarios.
3. Todas las fotografías tomadas se conservarán sólo por el tiempo que sea necesario para los fines anteriormente mencionados y serán guardadas y desechadas en forma segura.
4. La UNAE actuará con la normativa ecuatoriana vigente relacionada a protección de derechos de niños, niñas y adolescentes.
5. La UNAE puede garantizar que no se le podrá identificar por su fotografía o trabajo al representado/a.
6. Aún en los casos permitidos por la ley, no se podrá utilizar públicamente la imagen de un adolescente mayor de quince años, ¡sin su autorización expresa; ni la de un niño/a o adolescente menor de dicha edad, sin la autorización de su representante legal, quien sólo la dará si no lesiona los derechos de su representado.

Si está de acuerdo en permitir que los estudiantes de la UNAE tomen fotografías - videos de su representado/a y las publique de la manera detallada anteriormente, sírvase completar el formulario de consentimiento y devuélvalo a la escuela.

Este consentimiento, si está firmado, estará vigente hasta el momento que usted informe a la escuela de lo contrario.

FORMULARIO DE CONSENTIMIENTO PARA PUBLICACIÓN DE TRABAJOS O FOTOGRAFÍAS DEL ALUMNO

De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas por la UNAE en la educación de los estudiantes y promoción de la UNAE y educación pública. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso.

Comunicaré a la UNAE si decido retirar esta autorización:

Nombre del/la estudiante:

.....

...

Nombre completo padre/madre/representante legal:

.....

..

Cédula de ciudadanía:

Firma del padre/ madre/ representante legal:

Fecha:

Link of consent letter for parents:

https://docs.google.com/document/d/1sXNr3wyNr0h7ZwQ5XDM7rqHcW3xyqC-BqNPN5dR9_h0/edit?usp=sharing

Appendix 4

Field notes

Field note 1

Field Note to Measure Student Motivation in PBL Activities

Activity: Creating Flashcards (Plants vs. Zombies)

Date of Observation: 08-April-2024

Indicators to Observe:

Active Participation:	Observations
Students actively participate in class discussions and contribute ideas in a consistent and meaningful way.	Students were fully engaged in the class discussion, ready to share their thoughts on the plants from the game. Their passion was clear as they linked the game experience to the educational work. Students enthusiastically participate in all recommended activities, displaying a strong commitment to their studies.
Students proactively engage in all proposed activities, demonstrating a high level of commitment to their learning.	All students enthusiastically engaged in the creation of the flashcards, demonstrating a strong commitment to the assignment. They worked hard on identifying plant names and composing words. Students demonstrate a proactive attitude by actively seeking opportunities to develop their skills, both within and outside of the classroom.
Students show a proactive attitude by actively seeking opportunities to improve their skills, both inside and outside the classroom.	While students were quite engaged throughout the class activity, there was no obvious evidence that they were looking for further opportunities to enhance their skills outside of the specified work.
Interaction and Collaboration:	Observations
There is an atmosphere of teamwork and mutual support among the students, which contributes positively to the development of the activities.	The classroom climate was positive, with students encouraging one another and sharing ideas about the plants and words they developed. Students collaborate in a team setting, being open to new ideas and offering assistance on a regular basis.
Students work in a collaborative manner, showing a receptive attitude towards the ideas of others and offering help on an ongoing basis.	Although the activity was individual, students frequently requested and offered assistance, resulting in a collaborative environment even inside their individual work.



Interest and Curiosity:	Observations
Students show a marked interest in the subject matter of the activities, actively seeking additional information related to the topic and exploring different perspectives.	The excitement from the game flowed over into the classroom, with children eager to learn the plant names and features. Students' express curiosity by asking deep and insightful questions about the issue, demonstrating a genuine want to grasp it completely.
Students demonstrate curiosity by asking deep and thoughtful questions about the topic, showing a genuine desire to understand it in its entirety.	Students asked intelligent questions about the plants, their functions, and how to utilize them in different sentences, demonstrating a strong interest in the subject. Students demonstrate a real want to learn more about the topic, going above and beyond what is necessary in the exercise, indicating intrinsic motivation to study.
Students show a genuine desire to learn more about the topic, even beyond what is required in the activity, demonstrating an intrinsic motivation for learning.	Many students reported a want to learn more about the plants and the game, demonstrating an inner motivation to broaden their vocabulary and expertise.
Self-Efficacy and Confidence:	Observations
Students show solid confidence in their abilities to meet the challenges of the activities, approaching them with determination.	Students tackled the challenge confidently, believing they could complete the flashcards effectively. They are confident in their ability to learn from their mistakes and improve their performance, displaying a growth attitude.
It is observed that they are confident in their ability to learn from their mistakes and improve in their tasks, demonstrating a growth mindset.	Students were receptive to feedback and resilient in fixing errors, demonstrating a growth mentality. Students showed confidence in expressing and defending their points of view in academic conversations, indicating a high level of academic self-esteem.
Students demonstrate confidence in expressing their opinions and defending their points of view in academic discussions, showing a	Students readily presented and defended their sentence constructs, demonstrating high academic self-esteem and a desire to participate in conversations.



high level of academic self-esteem.	
Persistence in Task:	Observations
Students demonstrate exceptional determination and persistence in the face of the challenges and tasks of the activities, without getting discouraged easily.	Despite challenges with sentence creation, students remained focused and persistent throughout the assignment. A persistent attitude of conquering barriers and a readiness to learn from mistakes is evident, indicating a resilient mindset.
A constant attitude of overcoming obstacles and willingness to learn from mistakes is observed, showing a resilient mindset.	Students demonstrated resilience by persevering through hurdles and failures while displaying a strong desire to learn. Students demonstrate outstanding responsibility in their learning by participating in all activities and carefully following directions.
Students show exceptional responsibility in their learning, complying with all activities and following instructions diligently.	Students followed directions carefully and finished their flashcards appropriately, demonstrating high accountability in their learning process.
Expression of Emotions:	Observations
Students show evident satisfaction upon successful completion of a task or activity, celebrating their accomplishments.	Students expressed apparent joy and applauded the completion of the flashcards, proudly sharing their effort. Students demonstrate genuine passion when participating in topic-related discussions or activities, creating a good and stimulating environment.
Genuine enthusiasm is observed in students when participating in discussions or activities related to the topic, conveying a positive and motivating environment.	The classroom was brimming with enthusiasm, as kids were visibly thrilled about the activity and the topic, creating a highly inspiring environment. Students express joy when they solve a problem or overcome a challenge during the exercise, indicating a positive attitude toward academic problems.
Students show joy when solving a problem or overcoming a challenge during the activity, demonstrating a positive attitude towards academic challenges.	When students successfully formed sentences or identified plant names, they expressed joy and a positive attitude, which boosted their motivation and engagement. During the exercises, pupils are seen to be energetic and excited about learning,
	demonstrating a high degree of enthusiasm and involvement.
During the activities, students are observed to be animated and show a positive attitude towards learning, indicating a high level of motivation and engagement.	Ultimately, students were lively and had a positive attitude throughout the session, showing that they were highly motivated and engaged in the learning process.



Field note 2

Field Note to Measure Student Motivation in PBL Activities

Activity: Character Creation with Plasticine (Plants vs. Zombies Vocabulary)

Date of Observation: 10-April-2024

Indicators to Observe:

Active Participation:	Observations
Students actively participate in class discussions and contribute ideas in a consistent and meaningful way.	Students were ecstatic and enthusiastically contributed to class discussions. Their contributions were consistent, important, and relevant.
Students proactively engage in all proposed activities, demonstrating a high level of commitment to their learning.	Each student enthusiastically participated in the exercise, demonstrating their passion and dedication to constructing characters out of plasticine.
Students show a proactive attitude by actively seeking opportunities to improve their skills, both inside and outside the classroom.	Students demonstrated initiative by researching methods to expand their vocabulary and improve their character creations both during the activity and outside of class time.
Interaction and Collaboration:	Observations
There is an atmosphere of teamwork and mutual support among the students, which contributes positively to the development of the activities.	The atmosphere in the classroom was incredibly encouraging, with students collaborating and aiding one another. This positive teamwork significantly improved the activities.
Students work in a collaborative manner, showing a receptive attitude towards the ideas of others and offering help on an ongoing basis.	Students worked well together, listening to each other's ideas and regularly offered assistance to their peers.



Persistence in Task:	Observations
Students demonstrate exceptional determination and persistence in the face of the challenges and tasks of the activities, without getting discouraged easily.	Students demonstrated remarkable perseverance, continuing to work on their characters despite any obstacles they encountered.
A constant attitude of overcoming obstacles and willingness to learn from mistakes is observed, showing a resilient mindset.	Students demonstrated resilience by overcoming challenges and learning from mistakes while remaining optimistic throughout the program.
Students show exceptional responsibility in their learning, complying with all activities and following instructions diligently.	Students followed directions carefully and completed the exercise appropriately, demonstrating a strong commitment to their learning.
Expression of Emotions:	Observations
Students show evident satisfaction upon successful completion of a task or activity, celebrating their accomplishments.	When students finished creating their characters, they were visibly satisfied and praised their accomplishments.
Genuine enthusiasm is observed in students when participating in discussions or activities related to the topic, conveying a positive and motivating environment.	The students' enthusiasm was contagious, resulting in a cheerful and stimulating environment throughout the program.
Students show joy when solving a problem or overcoming a challenge during the activity, demonstrating a positive attitude towards academic challenges.	Students expressed joy and enthusiasm when they solved problems or overcame challenges, indicating a positive attitude toward the activity.
During the activities, students are observed to be animated and show a positive attitude towards learning, indicating a high level of motivation and engagement.	In all, students were energetic and had an optimistic perspective on learning, demonstrating high levels of motivation and engagement.



Interest and Curiosity:	Observations
Students show a marked interest in the subject matter of the activities, actively seeking additional information related to the topic and exploring different perspectives.	Students were enthralled by the Plants vs. Zombies characters and quickly experimented with many different ways of creating them using plasticine.
Students demonstrate curiosity by asking deep and thoughtful questions about the topic, showing a genuine desire to understand it in its entirety.	Students asked intelligent questions about the characters and language, demonstrating a genuine desire to learn the subject thoroughly.
Students show a genuine desire to learn more about the topic, even beyond what is required in the activity, demonstrating an intrinsic motivation for learning.	Many students showed a want to learn more about the characters and their terminology, demonstrating strong intrinsic motivation.
Self-Efficacy and Confidence:	Observations
Students show solid confidence in their abilities to meet the challenges of the activities, approaching them with determination.	Students approached the assignment with confidence, demonstrating dedication and belief in their abilities to properly design the characters.
It is observed that they are confident in their ability to learn from their mistakes and improve in their tasks, demonstrating a growth mindset.	Students were anxious to learn from their mistakes and develop their character creations, demonstrating a positive growth perspective.
Students demonstrate confidence in expressing their opinions and defending their points of view in academic discussions, showing a high level of academic self-esteem.	Students confidently voiced their thoughts about their products and defended their ideas throughout debates, demonstrating excellent intellectual self-esteem.



Field note 3

Field Note to Measure Student Motivation in PBL Activities

Activity: Vocabulary Reinforcement through a Song (Plants vs. Zombies)

Date of Observation: 15-April-2024

Indicators to Observe:

Active Participation:	Observations
Students actively participate in class discussions and contribute ideas in a consistent and meaningful way.	The students were interested in class discussions. Several participants raised their hands, ready to offer their thoughts and answer questions. The environment was vibrant, with kids sharing new vocabulary phrases from the song and debating how they related to the video game Plants vs. Zombies.
Students proactively engage in all proposed activities, demonstrating a high level of commitment to their learning.	Students were totally engaged in the singing activity and had a high degree of excitement. They were captivated by the song's words and movements, and they worked hard to memorize the terminology. Their dedication was clear as they continued to sing and act out the song even throughout pauses.
Students show a proactive attitude by actively seeking opportunities to improve their skills, both inside and outside the classroom.	Many students took the initiative to rehearse the song and associated movements outside of class. Some students said that they practiced the song at home and taught the lyrics to family members, demonstrating a proactive attitude to learning the new vocabulary.
Interaction and Collaboration:	Observations
There is an atmosphere of teamwork and mutual support among the students, which contributes positively to the development of the activities.	Students encouraged one another throughout the activity by helping their peers recall the lyrics and actions. They encouraged one another by clapping and cheering on their classmates' performances. This instilled a strong sense of teamwork and mutual support, improving the learning experience.
Students work in a collaborative manner, showing a receptive attitude towards the ideas of	Students worked effectively together, frequently asking their friends for assistance with challenging parts of the song. They were open to comments and corrections from students and the teacher, and



others and offering help on an ongoing basis.	they frequently helped those who struggled with terminology or gestures.
Interest and Curiosity:	Observations
Students show a marked interest in the subject matter of the activities, actively seeking additional information related to the topic and exploring different perspectives.	Students demonstrated a strong interest in Plants vs. Zombies-related terminology. They questioned the meaning and application of new terminology, and some even looked up further information on the game's plants and characters to help them comprehend.
Students demonstrate curiosity by asking deep and thoughtful questions about the topic, showing a genuine desire to understand it in its entirety.	During the session, students posed insightful questions concerning the terminology and its applications. They questioned the origins of specific words and how they may be applied in various circumstances. This curiosity extended to understanding how the word related to the overall idea of the game and song.
Students show a genuine desire to learn more about the topic, even beyond what is required in the activity, demonstrating an intrinsic motivation for learning.	Many students stated their willingness to learn more about the subject. They were eager to discover new songs or games that might help them develop their vocabulary. Some students even proposed additional activities or resources for continuing their learning outside of class.
Self-Efficacy and Confidence:	Observations
Students show solid confidence in their abilities to meet the challenges of the activities, approaching them with determination.	While the majority of students participated enthusiastically, a few showed uncertainty and a lack of confidence when performing the song. Initially, these pupils were apprehensive and hesitant to sing or move to the song. However, with encouragement, they soon joined in, despite their lack of confidence in their abilities.
It is observed that they are confident in their ability to learn from their mistakes and improve in their tasks, demonstrating a growth mindset.	Despite early reservations, students were eager to learn from their mistakes. When they lost lyrics or movements, they did not give up; instead, they asked for instruction and practiced until they improved. This displayed a growth mentality, as they saw mistakes as opportunities to learn and improve.
Students demonstrate confidence in expressing their opinions and defending their points of view in	Most students confidently stated their views on the exercise. They argued their points of view during conversations concerning terminology and



academic discussions, showing a high level of academic self-esteem.	its application to the game. This confidence in expressing themselves indicated a high level of academic self-esteem.
Persistence in Task:	Observations
Students demonstrate exceptional determination and persistence in the face of the challenges and tasks of the activities, without getting discouraged easily.	Students demonstrated tremendous dedication throughout the assignment. Even when students experienced difficulties with the song's lyrics or movements, they persevered and practiced until they accomplished the assignment. Their perseverance was evident in their determination to keep trying despite initial obstacles.
A constant attitude of overcoming obstacles and willingness to learn from mistakes is observed, showing a resilient mindset.	Students demonstrated a resilient approach, overcoming problems in a constructive manner. When they made mistakes, they saw them as learning opportunities and were willing to try again. This mentality enabled them to improve and excel in the activity.
Students show exceptional responsibility in their learning, complying with all activities and following instructions diligently.	Students showed responsibility and diligence in their approach to the exercise. They attentively followed directions, participated actively, and finished all chores with a high level of accountability. Their attentiveness and participation in the activity demonstrated their commitment to learning.
Expression of Emotions:	Observations
Students show evident satisfaction upon successful completion of a task or activity, celebrating their accomplishments.	Students expressed great joy after successfully completing the song. They celebrated their triumphs with smiles, high-fives, and encouraging remarks. Their impassioned responses and combined celebrations demonstrated their sense of accomplishment.
Genuine enthusiasm is observed in students when participating in discussions or activities related to the topic, conveying a positive and motivating environment.	Students had genuine interest throughout the program. Their joy was evident, resulting in a great and stimulating atmosphere. This excitement was contagious, inspiring all pupils to fully participate and enjoy the learning experience.
Students show joy when solving a problem or overcoming a challenge during the activity, demonstrating a positive attitude towards academic challenges.	Students exhibited delight when they successfully solved difficulties or overcame obstacles relating to the music. Their positive attitude toward these academic obstacles was visible in their smiles and
	happy reactions when they correctly performed the lyrics or movements.
During the activities, students are observed to be animated and show a positive attitude towards learning, indicating a high level of motivation and engagement.	During the activity, students remained animated and positive about learning. Their passionate participation in the song and subsequent discussions demonstrated a high level of motivation and engagement.



Field note 4

Field Note to Measure Student Motivation in PBL Activities

Activity: Drawing Plant Parts

Date of Observation: 17-April-2024

Indicators to Observe:

Active Participation:	Observations
Students actively participate in class discussions and contribute ideas in a consistent and meaningful way.	Most students actively participated in class discussions, exchanging views and making valuable contributions. However, several pupils exhibited little interest and were quickly distracted, reducing their degree of participation.
Students proactively engage in all proposed activities, demonstrating a high level of commitment to their learning.	Students were committed to the sketching exercise, working hard and giving close attention to detail. However, some students lacked the same level of concentration and were easily distracted, limiting their overall engagement.
Students show a proactive attitude by actively seeking opportunities to improve their skills, both inside and outside the classroom.	Although some students took a proactive approach and sought to enhance their skills both within and outside of the classroom, the majority focused on completing the task without seeking extra learning opportunities. Those who were less motivated did not take a proactive approach in this regard.
Interaction and Collaboration:	Observations
There is an atmosphere of teamwork and mutual support among the students, which contributes positively to the development of the activities.	The classroom atmosphere was generally supportive and collaborative. Students collaborated, sharing ideas and helping one another. However, several students were not fully engaged in teamwork and preferred to work alone.
Students work in a collaborative manner, showing a receptive attitude towards the ideas of others and offering help on an ongoing basis.	Most students worked collaboratively, listening to their colleagues' ideas and constantly offering assistance. Nonetheless, a few students did not have the same willingness to interact and instead concentrated on their own work.



Interest and Curiosity:	Observations
Students show a marked interest in the subject matter of the activities, actively seeking additional information related to the topic and exploring different perspectives.	While some students expressed interest in the issue and sought additional information, the majority focused on finishing the exercise without considering alternative viewpoints. Less motivated pupils demonstrated little enthusiasm in diving deeper into the issue.
Students demonstrate curiosity by asking deep and thoughtful questions about the topic, showing a genuine desire to understand it in its entirety.	Few students posed insightful and thoughtful questions regarding the subject. The majority of inquiries were centered on completing the task, implying that the students lacked a real desire to learn the issue thoroughly.
Students show a genuine desire to learn more about the topic, even beyond what is required in the activity, demonstrating an intrinsic motivation for learning.	Some students displayed a real desire to learn more about plant components, requesting extra materials and expressing interest for the subject. However, this was not a common tendency, and some students lacked considerable intrinsic motivation.
Self-Efficacy and Confidence:	Observations
Students show solid confidence in their abilities to meet the challenges of the activities, approaching them with determination.	Most students demonstrated confidence in their ability to meet the activity's demands by working with determination. However, a few students lacked confidence and got angry when their drawings did not turn out as intended.
It is observed that they are confident in their ability to learn from their mistakes and improve in their tasks, demonstrating a growth mindset.	Some students exhibited a growth mentality, learning from their failures and improving their assignments. However, other pupils were soon disappointed by their mistakes and did not demonstrate the same eagerness to learn from them.
Students demonstrate confidence in expressing their opinions and defending their points of view in academic discussions, showing a high level of academic self-esteem.	During academic conversations, students demonstrated a high level of confidence in expressing and defending their viewpoints. This indicated a high level of intellectual self-esteem, however some students were more restrained.



Persistence in Task:	Observations
Students demonstrate exceptional determination and persistence in the face of the challenges and tasks of the activities, without getting discouraged easily.	Most of the students displayed outstanding effort and persistence in overcoming the activity's hurdles. They were not easily discouraged and kept working on their sketches until they were finished.
A constant attitude of overcoming obstacles and willingness to learn from mistakes is observed, showing a resilient mindset.	The majority of students demonstrated a resilient mindset by consistently overcoming hurdles and learning from mistakes. However, other students required further guidance and encouragement to acquire this approach.
Students show exceptional responsibility in their learning, complying with all activities and following instructions diligently.	Although many students dutifully followed directions and finished all exercises, a few struggled to maintain responsibility in their learning and became quickly sidetracked.
Expression of Emotions:	Observations
Students show evident satisfaction upon successful completion of a task or activity, celebrating their accomplishments.	Students expressed obvious joy after finishing their sketches. They celebrated their accomplishments by presenting their work to the class and received favorable feedback from their peers.
Genuine enthusiasm is observed in students when participating in discussions or activities related to the topic, conveying a positive and motivating environment.	Students shown genuine interest during the drawing activity. Their enthusiasm provided a vibrant and encouraging classroom environment, however not all students were as enthusiastic.
Students show joy when solving a problem or overcoming a challenge during the activity, demonstrating a positive attitude towards academic challenges.	Students' artworks depicted joy when they solved problems or overcame obstacles. Their positive attitude regarding these academic obstacles was reflected in their passionate reactions and eagerness to share their triumphs with the class.
During the activities, students are observed to be animated and show a positive attitude towards learning, indicating a high level of motivation and engagement.	Throughout the activity, most students were engaged and had a positive attitude toward learning. Their high degree of motivation and engagement was obvious in their active
	participation and enthusiasm for finishing the work, albeit not all students were as motivated.



Field note 5

Field Note to Measure Student Motivation in PBL Activities

Activity: Outdoor Cat and Mouse Game to Practice New Vocabulary

Date of Observation: 22-April-2024

Indicators to Observe:

Active Participation:	Observations
Students actively participate in class discussions and contribute ideas in a consistent and meaningful way.	Students were very involved in conversations, eagerly sharing their views and making valuable contributions to the exercise. Their excitement for the outdoors appeared to boost their participation and readiness to speak up.
Students proactively engage in all proposed activities, demonstrating a high level of commitment to their learning.	Students were enthusiastic to play in the game, demonstrating a strong dedication to acquiring the new language. They participated passionately in each round of the game, making sure they used the word correctly.
Students show a proactive attitude by actively seeking opportunities to improve their skills, both inside and outside the classroom.	Students displayed proactive behavior by taking the initiative during the game. They attempted to deepen their comprehension of the new terminology by asking questions and assisting one another during the task. Their eagerness to participate even beyond class demonstrated a genuine desire to develop their skills.
Interaction and Collaboration:	Observations
There is an atmosphere of teamwork and mutual support among the students, which contributes positively to the development of the activities.	The outdoor setting promoted a strong sense of teamwork and mutual support among students. They collaborated effectively, helping each other learn and use the new vocabulary.
Students work in a collaborative manner, showing a receptive attitude towards the ideas of others and offering help on an ongoing basis.	Collaboration was evident as students listened to one another's ideas and offered assistance when necessary. This pleasant connection helped to create a supportive learning environment and increased the overall effectiveness of the activity.



Interest and Curiosity:	Observations
Students show a marked interest in the subject matter of the activities, actively seeking additional information related to the topic and exploring different perspectives.	Students demonstrated a high interest in the subject, excitedly engaging with new garden-related language. They asked smart questions and expressed a want to learn more about the issue.
Students demonstrate curiosity by asking deep and thoughtful questions about the topic, showing a genuine desire to understand it in its entirety.	The activity caught students' interest, prompting them to pose insightful questions regarding the terminology and its application. Their queries demonstrated a real willingness to learn and apply the new terminology successfully.
Students show a genuine desire to learn more about the topic, even beyond what is required in the activity, demonstrating an intrinsic motivation for learning.	Many students showed a willingness to continue learning about the language and related topics even after the activity was completed. Their intrinsic motivation was clear in their eagerness and readiness to go above and beyond the needed tasks.
Self-Efficacy and Confidence:	Observations
Students show solid confidence in their abilities to meet the challenges of the activities, approaching them with determination.	The students approached the assignment with confidence and determination. They were willing to take risks and make mistakes, demonstrating their confidence in their abilities to grow and achieve.
It is observed that they are confident in their ability to learn from their mistakes and improve in their tasks, demonstrating a growth mindset.	Students demonstrated a growth mindset by learning from their failures and constantly improving. They were not discouraged by blunders, but rather saw them as opportunities to learn and improve their comprehension of the new terminology.
Students demonstrate confidence in expressing their opinions and defending their points of view in academic discussions, showing a high level of academic self-esteem.	During debates, students confidently presented and supported their viewpoints. Their eagerness to contribute and express their ideas demonstrated their excellent intellectual self-esteem.



Persistence in Task:	Observations
Students demonstrate exceptional determination and persistence in the face of the challenges and tasks of the activities, without getting discouraged easily.	The students shown outstanding determination and perseverance, participating fully in the program despite any difficulties. They stayed focused and motivated even when the duties became difficult.
A constant attitude of overcoming obstacles and willingness to learn from mistakes is observed, showing a resilient mindset.	Students repeatedly overcome challenges and learned from their mistakes, exhibiting a resilient mindset. Their drive to persevere and improve contributed significantly to the activity's success.
Students show exceptional responsibility in their learning, complying with all activities and following instructions diligently.	Students were accountable for their study, carefully following directions and completing all activities. Their appropriate behavior made for a seamless and successful learning experience.
Expression of Emotions:	Observations
Students show evident satisfaction upon successful completion of a task or activity, celebrating their accomplishments.	Students expressed obvious joy after finishing the game, celebrating their accomplishments with excitement. Their enjoyment and pleasure in their job were apparent indications of their involvement and motivation.
Genuine enthusiasm is observed in students when participating in discussions or activities related to the topic, conveying a positive and motivating environment.	The student's genuine passion fostered a wonderful and stimulating environment. They were eager to participate and connect with the new language, making the learning experience both entertaining and effective.
Students show joy when solving a problem or overcoming a challenge during the activity, demonstrating a positive attitude towards academic challenges.	Students were overjoyed as they solved problems and overcame obstacles during the game. Their constructive approach to these obstacles demonstrated a high level of drive and involvement.
During the activities, students are observed to be animated and show a positive attitude towards learning, indicating a high level of motivation and engagement.	During the activity, students remained animated and positive about learning. Their enthusiastic and active participation demonstrated their high degree of drive and engagement.



Field note 6

Field Note to Measure Student Motivation in PBL Activities

Activity: Team Tic-Tac-Toe Game

Date of Observation: 24-April-2024

Indicators to Observe:

Active Participation:	Observations
Students actively participate in class discussions and contribute ideas in a consistent and meaningful way.	Students enthusiastically participated in class discussions, providing ideas and remaining engaged throughout the activity. Their contributions were substantial and aided the game's progression.
Students proactively engage in all proposed activities, demonstrating a high level of commitment to their learning.	Students were deeply invested in the game, displaying proactive involvement and passion. They were excited to join and put their knowledge into practice in a competitive situation.
Students show a proactive attitude by actively seeking opportunities to improve their skills, both inside and outside the classroom.	Students took a proactive approach to the game, actively participating and looking for ways to improve their strategies and vocabulary knowledge.
Interaction and Collaboration:	Observations
There is an atmosphere of teamwork and mutual support among the students, which contributes positively to the development of the activities.	The game promoted a strong sense of teamwork and mutual support. Students collaborated effectively, supporting one another and contributing positively to the activity's growth.
Students work in a collaborative manner, showing a receptive attitude towards the ideas of others and offering help on an ongoing basis.	Collaboration was an important component of the game. Students were open to their classmates' ideas and offered assistance to one another, improving the collaborative environment.



Interest and Curiosity:	Observations
Students show a marked interest in the subject matter of the activities, actively seeking additional information related to the topic and exploring different perspectives.	Students were really interested in the activity, regularly asking questions about the language and trying out new tactics to win the game. They were eager to learn and apply the new terminology in diverse circumstances.
Students demonstrate curiosity by asking deep and thoughtful questions about the topic, showing a genuine desire to understand it in its entirety.	Students answered insightful questions about the terminology and its applications, demonstrating a genuine desire to grasp the subject completely. Their curiosity extended beyond the game, with several students debating how they could apply the new phrases in various contexts.
Students show a genuine desire to learn more about the topic, even beyond what is required in the activity, demonstrating an intrinsic motivation for learning.	Students showed a tremendous desire to study and comprehend the vocabulary completely. Their intrinsic motivation was clear as they discussed the terminology and their meanings long after the game had concluded, demonstrating a strong interest in the subject.
Self-Efficacy and Confidence:	Observations
Students show solid confidence in their abilities to meet the challenges of the activities, approaching them with determination.	Students displayed strong confidence and commitment as they faced the game's hurdles. They approached the exercise with a positive and competitive mindset.
It is observed that they are confident in their ability to learn from their mistakes and improve in their tasks, demonstrating a growth mindset.	Students were convinced that they could learn from their failures and improve their techniques. They demonstrated a growth attitude by always improving their approach to the game.
Students demonstrate confidence in expressing their opinions and defending their points of view in academic discussions, showing a high level of academic self-esteem.	The game's competitive aspect enabled students to express themselves and defend their tactics with confidence. Their excellent intellectual self-esteem was visible throughout the activity.
Persistence in Task:	Observations



Students demonstrate exceptional determination and persistence in the face of the challenges and tasks of the activities, without getting discouraged easily.	Throughout the game, students shown outstanding determination and persistence. They remained focused and motivated even when confronted with difficult circumstances.
A constant attitude of overcoming obstacles and willingness to learn from mistakes is observed, showing a resilient mindset.	Students regularly overcome challenges and learn from their failures. Their resilient mindset contributed significantly to their success and pleasure of the game.
Students show exceptional responsibility in their learning, complying with all activities and following instructions diligently.	Students demonstrated responsibility in their studies by carefully following directions and completing all activities. Their responsible actions helped to ensure that the game ran smoothly.
Expression of Emotions:	Observations
Students show evident satisfaction upon successful completion of a task or activity, celebrating their accomplishments.	Students revealed clear delight after successfully finishing the game. They celebrated their achievements with enthusiasm and joy.
Genuine enthusiasm is observed in students when participating in discussions or activities related to the topic, conveying a positive and motivating environment.	The student's genuine passion fostered a wonderful and stimulating environment. They were eager to join and interact in the game, making the learning experience pleasurable.
Students show joy when solving a problem or overcoming a challenge during the activity, demonstrating a positive attitude towards academic challenges.	Students were overjoyed as they solved problems and overcame obstacles during the game. Their constructive approach to these obstacles demonstrated a high level of drive and involvement.
During the activities, students are observed to be animated and show a positive attitude towards learning, indicating a high level of motivation and engagement.	Throughout the activity, students remained animated and positive about learning. Their enthusiastic and active participation demonstrated their high degree of drive and engagement.



Field note 7

Field Note to Measure Student Motivation in PBL Activities

Activity: Drawing and Describing Garden Plants

Date of Observation: 29-April-2024

Indicators to Observe:

Active Participation:	Observations
Students actively participate in class discussions and contribute ideas in a consistent and meaningful way.	Not all students actively took part in class discussions. Some were less eager and did not consistently contribute ideas.
Students proactively engage in all proposed activities, demonstrating a high level of commitment to their learning.	A few students shown a high level of commitment and proactive engagement, but many appeared disinterested and uncommitted to the activities.
Students show a proactive attitude by actively seeking opportunities to improve their skills, both inside and outside the classroom.	Few students were proactive in pursuing opportunities to improve their skills. The majority followed the guidelines but did not go above and beyond what was required.
Interaction and Collaboration:	Observations
There is an atmosphere of teamwork and mutual support among the students, which contributes positively to the development of the activities.	The atmosphere of collaboration and mutual support was lacking. While some students worked collaboratively, the overall collaborative climate was lacking.
Students work in a collaborative manner, showing a receptive attitude towards the ideas of others and offering help on an ongoing basis.	Some students collaborated, demonstrating an open attitude and offered assistance. These students were more involved and made great contributions to the activity.



Interest and Curiosity:	Observations
Students show a marked interest in the subject matter of the activities, actively seeking additional information related to the topic and exploring different perspectives.	The majority of students showed no particular interest in the subject topic. They did not aggressively seek extra information or consider alternative perspectives beyond the activity criteria.
Students demonstrate curiosity by asking deep and thoughtful questions about the topic, showing a genuine desire to understand it in its entirety.	Few students displayed curiosity by asking in-depth and meaningful questions. Most students completed the assignment without delving further into the issue.
Students show a genuine desire to learn more about the topic, even beyond what is required in the activity, demonstrating an intrinsic motivation for learning.	The majority of students lacked intrinsic motivation. Only a few participants expressed a real interest to learn more about the issue beyond the activity requirements.
Self-Efficacy and Confidence:	Observations
Students show solid confidence in their abilities to meet the challenges of the activities, approaching them with determination.	Several students showed strong confidence in their talents and approached the obstacles with commitment. These students were more engaged and active.
It is observed that they are confident in their ability to learn from their mistakes and improve in their tasks, demonstrating a growth mindset.	Some students demonstrated a growth attitude by confidently learning from their failures and improving on their assignments.
Students demonstrate confidence in expressing their opinions and defending their points of view in academic discussions, showing a high level of academic self-esteem.	Students who were more involved showed confidence in expressing and defending their viewpoints, showing a high level of intellectual self-esteem.



Persistence in Task:	Observations
Students demonstrate exceptional determination and persistence in the face of the challenges and tasks of the activities, without getting discouraged easily.	The highly engaged children displayed great tenacity and endurance, persevering through the assignments without becoming discouraged.
A constant attitude of overcoming obstacles and willingness to learn from mistakes is observed, showing a resilient mindset.	Some students demonstrated a resilient mindset, overcoming challenges and learning from mistakes.
Students show exceptional responsibility in their learning, complying with all activities and following instructions diligently.	Although some students were responsible and participated in activities, the overall level of responsibility fluctuated, with other students failing to follow instructions closely.
Expression of Emotions:	Observations
Students show evident satisfaction upon successful completion of a task or activity, celebrating their accomplishments.	When students successfully completed tasks, they expressed their satisfaction by enthusiastically praising their accomplishments.
Genuine enthusiasm is observed in students when participating in discussions or activities related to the topic, conveying a positive and motivating environment.	Only a few students demonstrated genuine passion. The general atmosphere was not as encouraging and inspirational as anticipated.
Students show joy when solving a problem or overcoming a challenge during the activity, demonstrating a positive attitude towards academic challenges.	Students who participated more actively expressed joy while solving issues or conquering obstacles, indicating a positive attitude toward academic challenges.
During the activities, students are observed to be animated and show a positive attitude towards learning, indicating a high level of motivation and engagement.	Although some students were energetic and had a positive attitude, overall motivation and involvement was low.



Field note 8

Field Note to Measure Student Motivation in PBL Activities

Activity: Garden Exploration for Oral Expression Development

Date of Observation: 06-May-2024

Indicators to Observe:

Active Participation:	Observations
Students actively participate in class discussions and contribute ideas in a consistent and meaningful way.	Students actively participated in class discussions, regularly providing suggestions. They were enthusiastic in sharing their thoughts and participating in the game. The outside atmosphere appeared to increase their desire to participate actively.
Students proactively engage in all proposed activities, demonstrating a high level of commitment to their learning.	The majority of students actively participated in the activities, demonstrating a strong commitment to learning. They gladly participated in the speaking practice, despite the difficulties inherent in speaking in a second language.
Students show a proactive attitude by actively seeking opportunities to improve their skills, both inside and outside the classroom.	Many students sought opportunities to hone their speaking abilities by rehearsing with others and soliciting feedback. Their proactive attitude was clear as they attempted to improve their performance in the speaking practice.
Interaction and Collaboration:	Observations
There is an atmosphere of teamwork and mutual support among the students, which contributes positively to the development of the activities.	Students demonstrated a strong feeling of teamwork and mutual support. They encouraged and supported one another throughout the activity, fostering a good and collaborative learning environment.
Students work in a collaborative manner, showing a receptive attitude towards the ideas of others and offering help on an ongoing basis.	Students collaborated, displaying openness to each other's ideas. They routinely provided assistance and helpful feedback, fostering a productive and encouraging environment.



Interest and Curiosity:	Observations
Students show a marked interest in the subject matter of the activities, actively seeking additional information related to the topic and exploring different perspectives.	Students showed a strong interest in the speaking practice, enthusiastically working to improve their pronunciation and vocabulary. They answered questions to obtain a deeper knowledge of the issue and experimented with different methods to present their opinions.
Students demonstrate curiosity by asking deep and thoughtful questions about the topic, showing a genuine desire to understand it in its entirety.	Curiosity was evident as students inquired deeply and thoughtfully about the speaking practice and related topics. Their inquiries demonstrated a real willingness to learn the nuances of the language and improve their speaking abilities.
Students show a genuine desire to learn more about the topic, even beyond what is required in the activity, demonstrating an intrinsic motivation for learning.	Several students showed intrinsic motivation by looking for additional resources and practicing beyond the activity requirements. They demonstrated a real desire to acquire speaking abilities, which reflected their dedication to learning.
Self-Efficacy and Confidence:	Observations
Students show solid confidence in their abilities to meet the challenges of the activities, approaching them with determination.	Some students were hesitant to participate in the exercise because they were unsure about their speaking talents. They were self-conscious and unsure of their abilities while participating.
It is observed that they are confident in their ability to learn from their mistakes and improve in their tasks, demonstrating a growth mindset.	Despite initial reservations, several students exhibited a growth mindset by learning from their mistakes and striving for improvement. They welcomed suggestions and demonstrated a strong desire to improve their speaking skills.
Students demonstrate confidence in expressing their opinions and defending their points of view in academic discussions, showing a high level of academic self-esteem.	Students who were more confident were able to articulate and defend their viewpoints successfully. They participated actively in conversations and contributed substantially, demonstrating good intellectual self-esteem.



Persistence in Task:	Observations
Students demonstrate exceptional determination and persistence in the face of the challenges and tasks of the activities, without getting discouraged easily.	Students demonstrated outstanding determination and persistence, particularly when dealing with the difficulties of communicating in a second language. They did not give up easy and continued to participate enthusiastically.
A constant attitude of overcoming obstacles and willingness to learn from mistakes is observed, showing a resilient mindset.	Students demonstrated a resilient mindset by consistently overcoming hurdles and learning from their mistakes. They demonstrated resilience and dedication by being willing to learn and adjust.
Students show exceptional responsibility in their learning, complying with all activities and following instructions diligently.	Students demonstrated responsibility in their studies by carefully following directions and completing all activities. They took control of their learning experience and ensured that they completed the activity criteria.
Expression of Emotions:	Observations
Students show evident satisfaction upon successful completion of a task or activity, celebrating their accomplishments.	Students expressed their happiness and applauded their accomplishments after successfully completing the speaking exercise. Their satisfaction and sense of accomplishment were unmistakable signs of their involvement and motivation.
Genuine enthusiasm is observed in students when participating in discussions or activities related to the topic, conveying a positive and motivating environment.	Students demonstrated genuine excitement during talks and activities. The outdoor location created a positive and encouraging environment, increasing their total involvement.
Students show joy when solving a problem or overcoming a challenge during the activity, demonstrating a positive attitude towards academic challenges.	Students reported excitement and satisfaction after conquering hurdles during the activity. Their optimistic attitude toward academic problems was clear as they celebrated minor triumphs and encouraged one another.
During the activities, students are observed to be animated and show a positive attitude towards learning, indicating a high level of motivation and engagement.	Throughout the exercises, students remained active and enthusiastic about learning. Their high level of motivation and involvement was visible, resulting in a dynamic and engaging learning environment.



Field note 9



Field Note to Measure Student Motivation in PBL Activities

Activity: Rooting Out the Root from the Ground

Date of Observation: 08-May-2024

Indicators to Observe:

Active Participation:	Observations
Students actively participate in class discussions and contribute ideas in a consistent and meaningful way.	Students were very involved in class discussions, regularly providing suggestions about the gardening project. Their passion was palpable as they exchanged ideas and insights throughout the event.
Students proactively engage in all proposed activities, demonstrating a high level of commitment to their learning.	The students were fully engaged in the exercise, taking the initiative in all duties. They enthusiastically participated in removing the plants and showed a genuine interest in the learning process.
Students show a proactive attitude by actively seeking opportunities to improve their skills, both inside and outside the classroom.	Students seek opportunities to improve their gardening skills by asking questions and implementing the strategies taught in class. Their proactive approach was clear as they avidly participated in the activities.
Interaction and Collaboration:	Observations
There is an atmosphere of teamwork and mutual support among the students, which contributes positively to the development of the activities.	The activity promoted a strong sense of teamwork and mutual support. Students worked well together, assisting one other with gardening jobs and fostering a healthy collaborative environment.
Students work in a collaborative manner, showing a receptive attitude towards the ideas of others and offering help on an ongoing basis.	Students worked well together, listening to their colleagues' views. They provided assistance and positive criticism throughout the exercise, which improved the overall learning experience.



Interest and Curiosity:	Observations
Students show a marked interest in the subject matter of the activities, actively seeking additional information related to the topic and exploring different perspectives.	Students expressed a strong interest in the gardening exercise. They aggressively sought out more information on the plants and their roots, as well as other approaches to gardening.
Students demonstrate curiosity by asking deep and thoughtful questions about the topic, showing a genuine desire to understand it in its entirety.	The students inquired deeply and thoughtfully about the plants and gardening techniques. Their inquiry indicated a genuine desire to fully comprehend the subject matter.
Students show a genuine desire to learn more about the topic, even beyond what is required in the activity, demonstrating an intrinsic motivation for learning.	Several students demonstrated intrinsic drive for learning by exploring additional resources and requesting information beyond the activity's requirements. They displayed a real desire to expand their knowledge of gardening.
Self-Efficacy and Confidence:	Observations
Students show solid confidence in their abilities to meet the challenges of the activities, approaching them with determination.	Students demonstrated strong confidence in their gardening abilities. They handled the activity's hurdles with tenacity and positivity, and they completed the tasks effectively.
It is observed that they are confident in their ability to learn from their mistakes and improve in their tasks, demonstrating a growth mindset.	Many students exhibited a growth attitude by learning from their failures and working to improve their techniques. They were open to input and had a desire to adjust and improve their skills.
Students demonstrate confidence in expressing their opinions and defending their points of view in academic discussions, showing a high level of academic self-esteem.	During debates, students confidently presented and supported their viewpoints. Their enthusiastic participation and forceful speaking reflected their excellent academic self-esteem.



Persistence in Task:	Observations
Students demonstrate exceptional determination and persistence in the face of the challenges and tasks of the activities, without getting discouraged easily.	Students demonstrated great dedication and tenacity. They were not discouraged by the difficulties of the gardening jobs and continued to work hard until they reached their objectives.
A constant attitude of overcoming obstacles and willingness to learn from mistakes is observed, showing a resilient mindset.	Students consistently displayed a resilient mindset, overcoming challenges and learning from their mistakes. Their optimistic approach to problems led to their overall success in the exercise.
Students show exceptional responsibility in their learning, complying with all activities and following instructions diligently.	Students demonstrated a high level of accountability in their learning. They carefully followed directions and completed all actions, ensuring that they satisfied the gardening task's requirements.
Expression of Emotions:	Observations
Students show evident satisfaction upon successful completion of a task or activity, celebrating their accomplishments.	Students showed obvious joy after successfully completing the gardening activities. They enthusiastically celebrated their achievements, demonstrating their excitement and sense of accomplishment.
Genuine enthusiasm is observed in students when participating in discussions or activities related to the topic, conveying a positive and motivating environment.	Students demonstrated genuine excitement during talks and activities. The outdoor location led to a good and stimulating environment, which increased their participation.
Students show joy when solving a problem or overcoming a challenge during the activity, demonstrating a positive attitude towards academic challenges.	During the gardening exercise, students demonstrated excitement and satisfaction by solving problems and overcoming challenges. Their passion and perseverance reflected a positive attitude toward academic obstacles.
During the activities, students are observed to be animated and show a positive attitude towards learning, indicating a high level of motivation and engagement.	Throughout the gardening activity, students were energetic and enthusiastic about learning. Their great passion and engagement helped to create a dynamic and engaging learning environment.



Field note 10

Field Note to Measure Student Motivation in PBL Activities

Activity: Scrambled Word Game in Pairs (Present Continuous)

Date of Observation: 13-May-2024

Indicators to Observe:

Active Participation:	Observations
Students actively participate in class discussions and contribute ideas in a consistent and meaningful way.	Students actively participated in class discussions, offering their opinions and engaging with the content. Their engagement was consistent and significant, indicating a genuine interest in the activity.
Students proactively engage in all proposed activities, demonstrating a high level of commitment to their learning.	Despite early reservations about group assignments, students demonstrated a high level of devotion to the scrambled word game. They thoroughly participated in the activity and were committed to finishing the assignments.
Students show a proactive attitude by actively seeking opportunities to improve their skills, both inside and outside the classroom.	Students demonstrated a proactive approach by working to improve their skills during the activity. They were eager to learn and actively participated in the learning process, especially when collaborating with unknown classmates.
Interaction and Collaboration:	Observations
There is an atmosphere of teamwork and mutual support among the students, which contributes positively to the development of the activities.	Despite their initial reservations about the group assignments, students adapted and supported one another throughout the activity. This fostered a positive environment of teamwork and mutual support.
Students work in a collaborative manner, showing a receptive attitude towards the ideas of others and offering help on an ongoing basis.	Students collaborated, demonstrating openness to their classmates' opinions. They helped and supported one another, creating a cooperative learning atmosphere.



Interest and Curiosity:	Observations
Students show a marked interest in the subject matter of the activities, actively seeking additional information related to the topic and exploring different perspectives.	Students expressed real interest in the scrambled word game and the present continuous tense. During the activity, they actively sought extra information to better grasp the topic and considered many points of view.
Students demonstrate curiosity by asking deep and thoughtful questions about the topic, showing a genuine desire to understand it in its entirety.	The students posed serious and thoughtful inquiries about the present continuous tense. Their inquiry reflected a genuine desire to fully comprehend the subject.
Students show a genuine desire to learn more about the topic, even beyond what is required in the activity, demonstrating an intrinsic motivation for learning.	Despite students being engaged and interested in the activity, there were no clear indicators that they tried to learn beyond the program's requirements.
Self-Efficacy and Confidence:	Observations
Students show solid confidence in their abilities to meet the challenges of the activities, approaching them with determination.	Students were confident in their abilities to face the obstacles of the scrambled word game. They addressed their tasks with tenacity and a cheerful attitude.
It is observed that they are confident in their ability to learn from their mistakes and improve in their tasks, demonstrating a growth mindset.	Students demonstrated a growth mentality, believing in their ability to learn from mistakes and progress. They were receptive to input and eager to change their strategy to achieve.
Students demonstrate confidence in expressing their opinions and defending their points of view in academic discussions, showing a high level of academic self-esteem.	Throughout the engagement, students clearly articulated and defended their ideas. This demonstrated a high level of academic self-esteem and confidence in their knowledge of the subject.



Persistence in Task:	Observations
Students demonstrate exceptional determination and persistence in the face of the challenges and tasks of the activities, without getting discouraged easily.	Considering their initial hesitation to collaborate with assigned partners, students showed remarkable determination and persistence. They did not become disheartened and completed the activity effectively.
A constant attitude of overcoming obstacles and willingness to learn from mistakes is observed, showing a resilient mindset.	Students routinely overcome challenges and demonstrated a willingness to learn from mistakes. Their resilient mindset was obvious as they faced problems and adjusted to group dynamics.
Students show exceptional responsibility in their learning, complying with all activities and following instructions diligently.	Students displayed outstanding accountability for their learning. They participated in all activities, followed instructions carefully, and were dedicated to complete the work.
Expression of Emotions:	Observations
Students show evident satisfaction upon successful completion of a task or activity, celebrating their accomplishments.	Students demonstrated obvious joy after successfully finishing the scrambled word game. They celebrated their triumphs, expressing pride and achievement.
Genuine enthusiasm is observed in students when participating in discussions or activities related to the topic, conveying a positive and motivating environment.	While students participated actively, there was a distinct absence of genuine enthusiasm throughout debates. This could be due to an initial unwillingness to collaborate with allocated partners.
Students show joy when solving a problem or overcoming a challenge during the activity, demonstrating a positive attitude towards academic challenges.	Students expressed excitement and satisfaction as they solved problems and overcame obstacles during the program. Their positive outlook on academic problems contributed to a great learning experience.
During the activities, students are observed to be animated and show a positive attitude towards learning, indicating a high level of motivation and engagement.	In the activity, students remained animated and positive about learning. The scrambled word game's success relied heavily on this high degree of desire and engagement.



Field note 11
Field Note to Measure Student Motivation in PBL Activities

Activity: Sunflower Planting

Date of Observation: 15-May-2024

Indicators to Observe:

Active Participation:	Observations
Students actively participate in class discussions and contribute ideas in a consistent and meaningful way.	Everyone actively participated in the sunflower planting activity, sharing ideas and discussing the process.
Students proactively engage in all proposed activities, demonstrating a high level of commitment to their learning.	Students demonstrated a high degree of dedication by actively participating in all areas of the sunflower planting exercise, indicating a proactive approach to their learning.
Students show a proactive attitude by actively seeking opportunities to improve their skills, both inside and outside the classroom.	Students displayed a proactive approach by actively finding ways to enhance their gardening abilities throughout the activity and in their spare time.
Interaction and Collaboration:	Observations
There is an atmosphere of teamwork and mutual support among the students, which contributes positively to the development of the activities.	During the sunflower planting exercise, students collaborated and supported one another, leading to a good and productive environment.
Students work in a collaborative manner, showing a receptive attitude towards the ideas of others and offering help on an ongoing basis.	Students collaborated, demonstrating a willingness to listen to one other's ideas and offer assistance when needed, which contributed to the activity's overall effectiveness.
Interest and Curiosity:	Observations
Students show a marked interest in the subject matter of the activities, actively seeking additional information related to	Students demonstrated a strong interest in gardening and the sunflower planting process, enthusiastically seeking out additional information and studying various elements of the activity.



the topic and exploring different perspectives.	
Students demonstrate curiosity by asking deep and thoughtful questions about the topic, showing a genuine desire to understand it in its entirety.	Students displayed curiosity by asking questions about gardening practices and sunflower growth, indicating a genuine want to study the subject.
Students show a genuine desire to learn more about the topic, even beyond what is required in the activity, demonstrating an intrinsic motivation for learning.	Students demonstrated a genuine want to learn more about gardening and sunflowers, going above and beyond the requirements of the assignment, displaying intrinsic motivation for learning.
Self-Efficacy and Confidence:	Observations
Students show solid confidence in their abilities to meet the challenges of the activities, approaching them with determination.	Students were confident in their gardening abilities and approached the sunflower planting exercise with determination and a good attitude.
It is observed that they are confident in their ability to learn from their mistakes and improve in their tasks, demonstrating a growth mindset.	Students exhibited a growth mindset by being willing to learn from their gardening mistakes and improve their planting techniques throughout the activity.
Students demonstrate confidence in expressing their opinions and defending their points of view in academic discussions, showing a high level of academic self-esteem.	Students were confident in sharing their thoughts about gardening techniques, demonstrating a high level of academic self-esteem throughout the activity.
Persistence in Task:	Observations
Students demonstrate exceptional determination and persistence in the face of the challenges and	Students showed outstanding perseverance and persistence throughout the sunflower planting



tasks of the activities, without getting discouraged easily.	activity, overcoming obstacles and remaining focused on the work at hand.
A constant attitude of overcoming obstacles and willingness to learn from mistakes is observed, showing a resilient mindset.	Students demonstrated resilience by consistently overcoming hurdles and learning from their gardening mistakes, which contributed to their overall success in the activity.
Students show exceptional responsibility in their learning, complying with all activities and following instructions diligently.	Students demonstrated excellent responsibility by carefully following gardening directions and enthusiastically participating in every phase of the sunflower planting activity.
Expression of Emotions:	Observations
Students show evident satisfaction upon successful completion of a task or activity, celebrating their accomplishments.	Students demonstrated obvious joy after successfully planting sunflowers, praising their accomplishments and the completion of the task.
Genuine enthusiasm is observed in students when participating in discussions or activities related to the topic, conveying a positive and motivating environment.	Students demonstrated true excitement for gardening and sunflower planting, fostering a good and engaging learning atmosphere.
Students show joy when solving a problem or overcoming a challenge during the activity, demonstrating a positive attitude towards academic challenges.	Students expressed joy after successfully planting sunflowers and overcoming obstacles, exhibiting a good attitude toward academic problems and problem solutions.
During the activities, students are observed to be animated and show a positive attitude towards learning, indicating a high level of motivation and engagement.	During the sunflower planting activity, students were energetic and excited about learning, suggesting a high level of motivation and engagement.



Field note 12
Field Note to Measure Student Motivation in PBL Activities

Activity: Chakra Garden

Date of Observation: 20-May-2024

Indicators to Observe:

Active Participation:	Observations
Students actively participate in class discussions and contribute ideas in a consistent and meaningful way.	Considering the indoor location, students actively participated in conversations, contributing ideas and insights that enhanced the depth of the conversation. Their contributions were intelligent and relevant, demonstrating a high degree of engagement.
Students proactively engage in all proposed activities, demonstrating a high level of commitment to their learning.	Students showed a great commitment to their education by actively participating in all events. They demonstrated initiative in finishing duties and an enthusiasm to learn.
Students show a proactive attitude by actively seeking opportunities to improve their skills, both inside and outside the classroom.	Some students took a proactive approach, seeking clarification and new resources to expand their comprehension of the issue. They wanted to improve their skills.
Interaction and Collaboration:	Observations
There is an atmosphere of teamwork and mutual support among the students, which contributes positively to the development of the activities.	Students collaborated, offering guidance and support to one another. They respected one other's views and worked together to achieve mutual goals, resulting in a constructive learning environment.
Students work in a collaborative manner, showing a receptive attitude towards the ideas of others and offering help on an ongoing basis.	Students showed a willingness to listen to one another's ideas and incorporate them into their work. They were supportive of one another and collaborated smoothly.











Interest and Curiosity:	Observations
Students show a marked interest in the subject matter of the activities, actively seeking additional information related to the topic and exploring different perspectives.	Students demonstrated a genuine interest in the material by asking questions and participating in discussions that indicated a want to learn more. They displayed curiosity by delving into areas of the issue beyond the needed material.
Students demonstrate curiosity by asking deep and thoughtful questions about the topic, showing a genuine desire to understand it in its entirety.	Some students posed intelligent questions, demonstrating a thorough comprehension of the subject. They expressed an interest in learning more about the issue.
Students show a genuine desire to learn more about the topic, even beyond what is required in the activity, demonstrating an intrinsic motivation for learning.	Many students demonstrated a real desire to learn more about the subject, seeking out extra resources and information to broaden their understanding. They showed great intrinsic motivation to study.
Self-Efficacy and Confidence:	Observations
Students show solid confidence in their abilities to meet the challenges of the activities, approaching them with determination.	Students attacked the events with confidence, taking on challenges with conviction. They demonstrated belief in their ability to succeed.
It is observed that they are confident in their ability to learn from their mistakes and improve in their tasks, demonstrating a growth mindset.	Students demonstrated a willingness to learn from their mistakes, seeing them as opportunities for improvement. They displayed a growth attitude by actively looking for methods to better their abilities.
Students demonstrate confidence in expressing their opinions and defending their points of view in academic discussions, showing a high level of academic self-esteem.	Students openly voiced their thoughts and participated in intellectual debates. They had a high level of self-esteem regarding their academic ability.
Persistence in Task:	Observations



Students demonstrate exceptional determination and persistence in the face of the challenges and tasks of the activities, without getting discouraged easily.	Regardless of the obstacles they encountered, pupils remained dedicated and focused. They persisted in completing things and were not easily discouraged.
A constant attitude of overcoming obstacles and willingness to learn from mistakes is observed, showing a resilient mindset.	Students displayed resilience by conquering challenges and learning from their mistakes. They demonstrated a determination to persevere and grow from their experiences.
Students show exceptional responsibility in their learning, complying with all activities and following instructions diligently.	Students had a strong sense of accountability as they completed all activities and attentively followed instructions.
Expression of Emotions:	Observations
Students show evident satisfaction upon successful completion of a task or activity, celebrating their accomplishments.	Students exhibited happiness and pride in their work after finishing tasks. They applauded their triumphs, which encouraged students to keep learning.
Genuine enthusiasm is observed in students when participating in discussions or activities related to the topic, conveying a positive and motivating environment.	Students did assignments and participated in class, but there was a lack of true passion, probably owing to being indoors and wanting to be outside. Overall, the lesson was interactive, and the students expressed a willingness to learn.
Students show joy when solving a problem or overcoming a challenge during the activity, demonstrating a positive attitude towards academic challenges.	Students expressed excitement and satisfaction after effectively solving difficulties or overcoming challenges during the exercise. Their expressions and conversations reflected a favorable approach toward academic problems.
During the activities, students are observed to be animated and show a positive attitude towards learning, indicating a high level of motivation and engagement.	During the activities, students were animated and enthusiastic about learning. They were actively involved and enthusiastic, demonstrating a high level of motivation and engagement.



Chakra (Garden)

 the corn el maíz	 the beans los fréjoles	 the plants las plantas	 the chakra la chakra	You clean the chakra We sow the corn. He harvests the beans She waters the
 water regar	 sow Sembrar	 harvest cosechar	 clean limpiar	

Appendix 5

Link to Interviews

https://drive.google.com/drive/folders/12AWSrfxlsil_d6vaUAHjAXhwKF-CR4LR?usp=drive_link

Appendix 6

Interview transcripts (Focus group)

https://drive.google.com/drive/folders/1SKouPTWHHSxmjYxqP7U2tMOjL26giq6y?usp=drive_link

Appendix 7

Interview transcripts (In-depth interview)

https://drive.google.com/drive/folders/1SJpmqf8J2Yv0mKmp-JvA9b1p5t-MFX5J?usp=drive_link

Appendix 8



Teacher results matrix

<p>alrededor de dos años, pero como le comentaba no es una no es la única estrategia que se utiliza dentro de clases, hay muchas más, pero es una de las de las que tiene más potencial dentro del aprendizaje de los niños. [03:29] Entrevistador: entonces profe, ¿Cómo nace esta iniciativa para que trabajen en el aprendizaje basado en proyectos? Participante: como les comentaba recibimos una capacitación que de igual manera ha sido en convenio con la Universidad con la UNAE y con la embajada de Estados Unidos quienes nos capacitaron en temas de Agricultura en temas del cuidado de la tierra del del suelo, cómo hacer fertilizantes, cómo ver las fases de la luna para la siembra cómo hacer las compostas para fortalecer la tierra, entonces toda esta capacitación que se dio era justamente para promover el aprendizaje basado en proyectos y que mejor con la huerta escolar, la huerta escolar tratando de involucrar lo que es el vocabulario de la huerta, también que el aprendizaje sea más experimental para los niños y sobre todo que llegue a ser vivencial experimental eso le podría comentar</p>			
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Texto crudo de la entrevista	Subcategorías	Categorías	Interpretación
<p>Entrevistador: Bueno, empezaremos con la primera pregunta que es ¿cuánto tiempo lleva usted trabajando como profesor de inglés en esta institución? Participante: ya bien. Un saludo cordial, mi nombre es Ariel Arza llevo trabajando en la escolita ya alrededor de 3 años como docente de inglés dos años y medio estamos ya por terminar el tercer año me gradué en la UNAE y bueno, ahora estamos ya ejerciendo en la escolita de innovación UNAE en la asignatura de inglés, que se imparte desde el nivel inicial hasta quinto de básica actualmente en el lectivo 2023-2024. Entrevistador: ya aquí solo tienen hasta quinto de básica verdad Participante: hasta quinto cada cada año se va abriendo un grado más, la escolita de innovación, nace en el 2018 con un convenio entre el Ministerio de Educación y la universidad para que se implemente aquí el modelo pedagógico de la UNAE</p>	<p>Como docente de inglés dos años y medio</p>	<p>Experience (Time in school)</p>	<p>The teacher has been teaching 3 years since he graduated from university</p>

<p>aprendizaje de la huerta y del inglés, entonces ha sido un impacto bastante positivo para ellos sobre todo por el tema que es bastante experimental y vivencial la chacra. [06:09]</p>			
<p>Entrevistador : Eh, ¿cómo cree que el aprendizaje basado en proyectos ha contribuido a aumentar el interés de los estudiantes por aprender el inglés? Participante: el aprendizaje basado en proyectos tiene una finalidad tiene un propósito tiene una meta entonces, eh eso es lo principal y lo más importante que les mantiene con el interés enganchado, a ver qué es lo que sigue, es como un videojuego tiene su, bien bueno retomando el tema del interés, como les había mencionado nace, porque en el aprendizaje basado en proyectos hay una meta a seguir sí y claro, el aprendizaje basado en proyectos es la estructura de la clase sin embargo, ahí también hay otras metodologías como gamificación como de pronto aprendizaje basado en problemas, en juegos, entonces si bien el aprendizaje basado en proyecto es la estructura que va guiando la clase, lo esencial es ir, eh colocando más metodologías para seguir despertando</p>	<p>el aprendizaje basado en proyectos es la estructura de la clase. Si bien el aprendizaje basado en proyecto es la estructura que va guiando la clase, lo esencial es ir, eh colocando más metodologías para seguir despertando el interés, entonces dentro del aprendizaje basado en proyectos, yo también, eh, les he implementado lo que es la gamificación con he un poco de robótica, para buscar para mantener el interés dentro de ellos que forman parte del proyecto. Entonces al haber una meta al haber una finalidad ellos, eh siempre van a estar esperando la siguiente clase para ver qué continúa para ver qué sigue</p>	<p>Motivation (Increased interest in English)</p>	<p>PBL give structure to the class, but there are more methodologies inside of it that can increase interest, such as gamification to keep motivation in the project. So, having a structure, helps to manage students' expectations.</p>

<p>clase magistral un enfoque tradicional empeora la situación sí y los estudiantes no van a prestar atención, hay que tener en cuenta que el inglés es todo un reto para los niños porque tienen dos o tres horas a la semana en las que solo en ese momento practican inglés y fuera de clase o en sus hogares es muy poco o es muy raro que sigan practicando el inglés entonces es un reto bastante grande para para la asignatura. Y si a eso le añadimos una enseñanza tradicional obviamente, eh el estudiante va a sentirse desmotivado no va a querer, eh siquiera tener clases, eh por eso es que se busca esta esta metodología, no y hacemos la comparación en su enfoque tradicional la enseñanza basada en proyectos y es justamente para despertar ese interés de esa motivación por aprender sí, para que ellos vean que le les puede servir para para su futuro para la vida, entonces eso creo que he notado que es la principal diferencia tratar de mantener la motivación dentro del aprendizaje basado en proyectos obviamente. [09:53]</p>			
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<p>en cuanto a la al aprendizaje grupal, pero todavía quedan bastante por trabajar con ellos en ese sentido,</p>			
<p>Entrevistador: o sea por ejemplo, ¿trabajan a veces en parejas en grupo? Participante: Sí, sí, sí, justamente trabajan en parejas, recientemente para previo al examen. Formamos parejas para que vayan realizando su planta así como les había mencionado dentro de la aprendizaje basado en proyectos si bien es la estructura también tenemos otras estrategias, entonces dentro de esas estrategias tenemos también la gamificación, en mi caso utilizamos el juego de las plantas vs zombies como una motivación más para que vayan viendo la relación y el vocabulario de la chacra, el vocabulario de las plantas entonces de manera, eh en parejas fueron ellos trabajando con aprender haciendo fueron, eh trabajando con plastilina fueron formando su propia plantita y ya para el examen, por ejemplo, en pareja van a formar una historia y van a ir contando, cuál es la habilidad de esa planta y como la representaría en la huerta, escolar, cuál es su tiempo de vida, etcétera, entonces una persona como tal siempre dice, no dos cabezas piensan</p>	<p>dentro de esas estrategias tenemos también la gamificación, en mi caso utilizamos el juego de las plantas vs zombies como una motivación más para que vayan viendo la relación y el vocabulario de la chacra, el vocabulario de las plantas entonces de manera, eh en parejas fueron ellos trabajando con aprender haciendo fueron, eh trabajando con plastilina fueron formando su propia plantita y ya para el examen proyecto hay niños que sí les cuesta mucho el inglés, porque no han tenido en sus en sus anteriores escuelas por falta de práctica, entonces, al ponerles en parejas yo les puse, eh un poco buscando quiénes se destacan un poco más para que puedan ir complementándose</p>	<p>Collaboration and teamwork (Attitude towards teamwork)</p>	<p>Between the different strategies applied, there are gamification, which increases motivation and specific vocabulary. Furthermore, the pairs of students have been chosen by the teacher. Taking in consideration that some students have difficulty with the English language, it is important to make pairs between them and the ones that know English, because they can complement each other.</p>

<p>en cuanto a la al aprendizaje grupal, pero todavía quedan bastante por trabajar con ellos en ese sentido,</p>			
<p>Entrevistador: o sea por ejemplo, ¿trabajan a veces en parejas en grupo? Participante: Sí, sí, sí, justamente trabajan en parejas, recientemente para previo al examen. Formamos parejas para que vayan realizando su planta así como les había mencionado dentro de la aprendizaje basado en proyectos si bien es la estructura también tenemos otras estrategias, entonces dentro de esas estrategias tenemos también la gamificación, en mi caso utilizamos el juego de las plantas vs zombies como una motivación más para que vayan viendo la relación y el vocabulario de la chacra, el vocabulario de las plantas entonces de manera, eh en parejas fueron ellos trabajando con aprender haciendo fueron, eh trabajando con plastilina fueron formando su propia plantita y ya para el examen, por ejemplo, en pareja van a formar una historia y van a ir contando, cuál es la habilidad de esa planta y como la representaría en la huerta, escolar, cuál es su tiempo de vida, etcétera, entonces una persona como tal siempre dice, no dos cabezas piensan</p>	<p>dentro de esas estrategias tenemos también la gamificación, en mi caso utilizamos el juego de las plantas vs zombies como una motivación más para que vayan viendo la relación y el vocabulario de la chacra, el vocabulario de las plantas entonces de manera, eh en parejas fueron ellos trabajando con aprender haciendo fueron, eh trabajando con plastilina fueron formando su propia plantita y ya para el examen proyecto hay niños que sí les cuesta mucho el inglés, porque no han tenido en sus en sus anteriores escuelas por falta de práctica, entonces, al ponerles en parejas yo les puse, eh un poco buscando quiénes se destacan un poco más para que puedan ir complementándose</p>	<p>Collaboration and teamwork (Attitude towards teamwork)</p>	<p>Between the different strategies applied, there are gamification, which increases motivation and specific vocabulary. Furthermore, the pairs of students have been chosen by the teacher. Taking in consideration that some students have difficulty with the English language, it is important to make pairs between them and the ones that know English, because they can complement each other.</p>

<p>afinidad porque hay en algunos trabajos, que, que sí les gusta trabajar por con los compañeros que más se llevan y es entendible entonces uno como profesor tiene que ser mediador buscar los tiempos en ocasiones ceder, pero también exigirles eso es importante.</p>			
<p>Entrevistador: Ya, o sea, profe ¿cuándo usted nos dice actividades experimentales, eh eso se refiere con esto de los flasheares o qué tipo de actividades experimentales? Participante: no, las actividades experimentales son las que se realizan en la huerta, escolar directamente si la siembra, la cosecha, el deshierbe, el aporque, Entrevistador: todas las que realizan afuera del aula Participante: todas esas actividades que involucran... Entrevistador: ¿ya y eso del flashcards y eso son cosas que ustedes les dan o ellos mismos van creando? Participante: si van creando parte y parte los estudiantes crean algunas flashcards, pero también el docente imprime sus imágenes, si vamos a enseñar por ejemplo los vegetales que da la chacra obviamente les creamos</p>	<p>creando recursos y actividades que utilizan, por ejemplo, las cartas didácticas o flashcards, que no solo del inglés también lo utiliza el docente de Quichua, entonces actividades como que involucren el uso de las flashcards actividades que estén ligadas a canciones eso es muy importante, eh la música dentro dentro del aprendizaje de los idiomas, actividades experimentales es una obra de teatro van creando parte y parte los estudiantes crean algunas flashcards, pero también el docente imprime sus imágenes,</p>	<p>Collaboration and teamwork (Effective activities)</p>	<p>Some of the strategies applied are the use of didactic cards (flashcards) in English and Quichua that are related to songs. Some others are experiences in the chacra and theater in the 3 languages (Spanish, English and Quichua). These flashcards are created by both parts, the teacher and the students, based on the activities they will do.</p>

<p>Participante: sí, justamente esto es una muy buena pregunta porque hay que mantenerle al estudiante enganchado con siempre siempre con un con un challenge sí con un desafío sobre todo porque cuando entramos al aula de clase y planteamos el objetivo no, tenemos el objetivo claro de lo que vamos a enseñar, pero el estudiante no lo conoce, quizá no sabe las actividades que siguen, no tienes ese desafío no tiene ese desequilibrio mental para seguir con las clases, entonces siempre es importante que el aprendizaje basado en proyectos tenga estos desafíos, yo he notado en mis estudiantes que por ejemplo les presento el robot cubeto les presento un mapa y les digo, vamos a ir recorriendo este esté robot por el mapa hasta ir encontrando las tarjetas entonces ellos programan en los robots cubetos, ahí están, buscan el mapa y van colocando las tarjetas y obviamente van viendo las formas de llegar. Sí, siempre viendo el desafío les digo bueno, entonces esta carta les pongo más lejos todavía, entonces, cómo llegan hasta ahí, entonces dicen "the first step" el primer paso y van escribiendo, van señalando. Siempre presentarles desafíos a ellos les motiva</p>	<p>Siempre presentarles desafíos a ellos les motiva y les promueve bastante el interés</p>		
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<p>hecho de que es una escuela de la Universidad no que representa la Universidad entonces hay muchos proyectos de vinculación de investigación charlas sobre alimentación charlas sobre salud, eh programas Internos también de la escolita que siempre se han dado ese ha sido un desafío bastante grande, otro de los desafíos creería yo que es también los recursos también pueden ser uno de los desafíos que se han presentado. Algunos estudiantes no tienen los recursos necesarios, sin embargo, ahí la escolita, ha tratado de buscar la forma, no, en mi caso, por ejemplo, yo no pudiera hacer las flashcards, si no tuviera, por ejemplo, la máquina para emplastar o los plásticos o mi propia impresora, o sea, no, no tengo no tengo que depender de nadie y esto sí les podría aconsejar a ustedes también que no dependan mucho de otros, de terceros que traten de como docentes, eh buscar su propio material elaborar su propio material, darse ese tiempo obviamente el trabajo de un docente si es con mucha carga sin embargo, ahí está ahí se ve la paciencia y el temple de un docente sí, entonces esos son los principales desafíos, como le comento el exceso de</p>			
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<p>Independientemente de su nivel inicial de motivación? [24:23] Participante: Ya me puedes repetir, por favor, Entrevistador: ¿cómo se garantiza que los proyectos de aprendizaje sean equitativos y accesibles para todos los estudiantes independientemente de su nivel de motivación? o sea, de su nivel inicial si están motivados Participante: ya bien como tal, eh el sentirse parte del proyecto, de sentirse parte de un grupo o cuando formamos parejas de sentirse parte de la pareja como tal ya es un tema de equidad porque no dejamos que los que de pronto no sepan tanto el idioma se queden rezagados, sino que les tratamos de incluir y vamos también combinando mucho las actividades que hacemos de dentro de la chacra que obviamente quizás no impliquen hasta cierto punto en una mayor participación en el idioma mientras lo realizan sin embargo, después lo que viene, es lo que lo que va a significar para ellos. Sí, entonces ellos van realizan sus actividades dentro de la chacra y luego en clases aprenden sobre lo que hicieron en la chacra, entonces ese es el de pronto, el punto</p>	<p>les tratamos de incluir y vamos también combinando mucho las actividades que hacemos quizás no impliquen hasta cierto punto en una mayor participación en el idioma mientras lo realizan sin embargo, después lo que viene, es lo que lo que va a significar para ellos luego en clases aprenden sobre lo que hicieron el punto clave de que haya de que esa motivación siga despierta y que sea equitativo para todos que todos puedan participar que todos se sientan parte y que obviamente participen en el grupo</p>		<p>significant ones, but the reflexive part after that is when learning the language cares more. However, it is important that they feel like a part of the group and can participate without problems.</p>
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<p>planificado que en tres semanas empezariamos a hacer una actividad y ahí vamos desarrollando sin embargo por A o B razón sucedía algo, no sé eh mi consejo sería que los docentes no se ofusquen, sino que traten de ir re-planificando su proyecto, sí, porque el proyecto como les decía se va construyendo en la medida que se realiza. Entonces siempre es importante que hay un plan B o que o que vayan viendo si es que de pronto no hubo clases de ese día tratar de recuperar en otra hora o de ver cómo sobrellevar el proyecto ese sería creo mis consejos.</p> <p>Entrevistador: haha osea en, el punto es que no se modifica, pero si se adapta</p> <p>Participante: exacto irle adaptando, irle re-planificando como les comentaba para para la consecución del proyecto como tal. [27:57]</p> <p>Entrevistador: Y ya profe, no sé si le gustaría acotar algo más, contarnos algo mas</p> <p>Participante: bueno para mí ha sido una experiencia muy gratificante el haber recibido esa capacitación del aprendizaje basado en proyectos y eh, llevarla a cabo al aula de clases. Yo he</p>			
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Categorías emergentes	Arqueo teórico	Hermeneusis integradora
Experience (Time in school)	Leary et al., (2019).	A teacher's role changes to that of a guide or facilitator in order to establish rich learning environments that emphasize active and self-directed learning. This involves assisting, modeling, monitoring, and assessing learners progress via the PBL process
Implementation of PBL		

Motivation (Impact on student motivation)	Mehmet (2020)	A vital component of the practical study of language acquisition is motivation, in addition to the roles that linguistic aptitude and intellectual capacity play in learning a second or foreign language. It is seen as goal-directed and is described as the culmination of positive attitudes toward language acquisition, effort, and a desire to reach the objective of language acquisition
Motivation (Increased interest in English)	Almulla (2020) Shan (2020)	The PBL approach was shown to have a strongly correlate with genuine learning, discipline topic learning, iterative learning, and collaborative learning—all of which increased student engagement Effective language learners show more internal drive and a more vigorous enthusiasm for learning. As a result, it is believed that intrinsic motivation and learning accomplishment have a contemporaneous and synergistic relationship
Motivation (Comparison with traditional approaches)	Calle et al. (2012) and Ortega et al. (2019)	Both Calle et al. (2012) and Ortega et al. (2019) observed that pedagogical strategies, such as an emphasis on translation and a lack of utilization of the foreign language as a medium of instruction, remain prevalent despite efforts by the Ministry of Education of Ecuador to promote a communicative approach in the curriculum
Collaboration and teamwork (Attitude towards teamwork)	Smith and Johnson's (2019)	Smith and Johnson's (2019) meta-analysis emphasized the motivational benefits of collaborative project work, underscoring the importance of teamwork and peer interactions in fostering a supportive learning environment
Collaboration and teamwork (Effective activities)	Cooper et al. (2011)	Cooper et al. (2011) further highlighted that participation in activities aligned with personal interests leads to higher motivation
Perceived challenges (Ability to face challenges)	Cameron (2001)	Little ones frequently engage in what is known as "private speech," which is talking to themselves and organizing themselves while they play or complete activities. As they get older, children speak less and less out loud and learn to distinguish between inner speech—which still plays a significant role in regulating and managing behavior—and social speech for other people. When faced with a challenging activity, such as figuring out how to go to a new location, adults and teenagers may speak out loud, verbalizing to aid in their thought processes and memory
Perceived challenges (Challenges to maintain motivation)	Vogler et al (2018)	Vogler et al (2018) shows how the project's multidisciplinary approach facilitated significant student learning outcomes that would not have happened with a more conventional class project. It also highlights how crucial interdisciplinary teacher collaboration is to creating a PBL experience that challenges students to overcome disciplinary boundaries
Recommendations for implementation (Equity and accessibility in PBL)	Lombardi (2019) and Leary et al. (2019)	Learners should also be able to articulate what they already know and what they still need to learn. This entails students taking ownership of their obligation to find pertinent information and share it with the group to assist in formulating a workable solution (Lombardi, 2019). A teacher's role changes to that of a guide or facilitator in order to establish rich learning environments that emphasize active and self-directed learning. This involves assisting, modeling, monitoring, and assessing learners progress via the PBL process (Leary et al., 2019).
Recommendations for implementation (tips and recommendations)	Servant-Miklos et al. (2019)	Multiple kinds of knowledge, skills, and talents will inevitably be needed to comprehend and solve problems given in rich and relevant settings.

Appendix 9



Student results matrix

<p>Recommendations for Improvement</p> <p>Suggestions for activities</p>	<p>Based on the interviews, students provide several suggestions to enhance their learning experiences. They emphasize the importance of outdoor activities and games, which they find more engaging and conducive to better understanding. Additionally, they suggest more frequent visits to the chacra as a way to enrich their learning about nature and agriculture. Students also express interest in creative projects involving materials like play dough, which they enjoy using to create structures and compete with their peers. These recommendations highlight a desire for hands-on, interactive learning experiences that break away from traditional classroom settings, fostering both enjoyment and deeper learning engagement among students.</p>		
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<p>Recommendations for Improvement</p> <p>Project Improvement</p>	<p>several recommendations for improving projects and learning experiences emerge. First, students express a strong preference for outdoor activities that they find stimulating and enjoyable. Incorporating more outdoor sessions could not only enrich their educational experiences, but also provide opportunities for hands-on learning and exploration. In addition, students suggest incorporating interactive games such as a modified version of tic-tac-toe, where answering questions determines their progress, encouraging engagement and active participation. Another suggestion is to slightly adjust the difficulty of tasks to maintain a balance that challenges without overwhelming, ensuring comprehension while promoting learning progression. In addition, integrating varied teaching approaches, such as games, dynamics, storytelling, and creative tasks such as drawing or creating</p>	<p>Cooper et al. (2011)</p> <p>(Ryan & Deci, 2000)</p>	<p>Cooper et al. (2011) further highlighted that participation in activities aligned with personal interests leads to higher motivation.</p> <p>By actively involving students in the creation and exploration of real-world problems, PBL fosters a sense of ownership over their learning process, thereby enhancing intrinsic motivation (Ryan & Deci, 2000).</p>
	<p>comics, can cater to diverse learning styles and maintain interest throughout lessons. These recommendations are intended to make learning more dynamic, collaborative and impactful, catering to students' preferences for engaging and effective educational experiences.</p>		



<p>Perceived challenges</p> <p>Negative aspects of PBL</p>	<p>The interview excerpts reflect a range of frustrations and challenges students face during group work. They frequently mention feeling uncomfortable when paired with unfamiliar peers instead of friends, expressing a preference for working with those they know well. Students also complain about unequal effort within groups, where some end up doing all the work while others contribute minimally or not at all. This imbalance often leads to feelings of frustration and dissatisfaction. Additionally, there are concerns about classmates who either refuse to collaborate or distract others, impacting the overall effectiveness of group tasks. Students also mention difficulties with academic tasks, such as copying notes or translating, exacerbated by disruptions in class or teacher actions like erasing the board before they finish. These experiences highlight the complexities of group dynamics</p>	<p>(Lombardi, 2019).</p>	<p>This entails students taking ownership of their obligation to find pertinent information and share it with the group to assist in formulating a workable solution (Lombardi, 2019).</p>
	<p>and their impact on students' learning experiences and performance in collaborative settings.</p>		



<p>Motivation</p> <p>Comparison of teaching methods</p>	<p>Students indicated a significant change in their learning experiences. Before, they found classes boring and unengaging, with activities that were not very enjoyable or dynamic. Now, students find classes more fun and have a better understanding of the material, which makes learning easier compared to when they were younger. They appreciate the current approach, which includes games and dynamic activities, which makes the classes more enjoyable. Some students note that the classes are more demanding now, but they still prefer the current teaching methods because they are more engaging and advanced, especially in English classes, which were not offered at their previous schools.</p>	<p>Lorenza (2022)</p>	<p>Lorenza (2022) highlighted that to attain the best learning outcomes, teachers of second or foreign languages must make every effort to motivate their pupils.</p>
<p>Motivation</p> <p>Engaging teaching method</p>	<p>The answers highlight how the teacher's teaching methods significantly increase student motivation. Students appreciate that the teacher explains concepts clearly and makes sure they understand the material, often taking them outside to play and integrating fun activities into lessons. They feel comfortable asking for help when they don't understand something and value the teacher's willingness to help them with problems. The use of games, group activities and songs at the beginning of class makes learning enjoyable and dynamic. In addition, the incorporation of technology and interactive exercises keep students attentive. Despite occasional rigor, the teacher's approach is generally considered to be fun and motivating, which makes the learning process more enjoyable and effective.</p>	<p>(Simons & Baeten, 2016)</p>	<p>PBL can help student teachers by providing them with more significant professional learning (e.g., educational skills), emotional and professional support, and personal development (e.g., a boost in confidence) (Simons & Baeten, 2016).</p>



<p>Perceived benefits</p> <p>Positive aspects of PBL</p>	<p>Students enjoy the activities more when they can draw in their notebooks and work in groups, especially with friends. They appreciate being able to choose their classmates, which fosters better relationships and allows them to collaborate and share ideas freely. They also value the freedom of choice and the opportunity to socialize and get to know their peers better. In addition, students prefer to participate in dynamic outdoor activities, which enhances their learning experience. In general, the possibility of working in groups, especially with friends, and the interactive nature of the activities contribute significantly to their enjoyment and motivation in class.</p>	<p>Kokotsaki et al., 2016</p> <p>Häkkinen et al., 2017</p>	<p>PBL students often collaborate to solve a given problem, create a product for a specific market, and assess the project and development process (Kokotsaki et al., 2016).</p> <p>By encouraging critical thinking together with problem-solving, interpersonal communication, information and media literacy, cooperation, leadership and teamwork, invention, and creativity, the PBL method is a successful means of developing 21st-century skills (Häkkinen et al., 2017).</p>
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<p>Perception of PBL</p> <p>Favorite projects</p>	<p>The interviews highlight several activities related to "Plants vs. Zombies" and the work on the farm. The students enjoyed creating "Plants vs. Zombies" characters with play dough and using glue to make them sturdy. They liked being able to take apart and reassemble their creations at home. Drawing in their notebooks and then making the drawings with play dough was a favorite activity. Students also mentioned planting and weeding in the garden and creating robots that mimicked plants for a board game. In addition, they enjoyed drawing "Plants vs. Zombies" cards and learning about agriculture. Working in the garden, caring for plants, and doing related projects were frequently mentioned as enjoyable and beneficial experiences.</p>	<p>Almulla, 2020</p>	<p>Almulla (2020) highlighted that PBL enhanced the learning of disciplinary topics and provided authentic learning experience</p>
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<p>Perception of PBL</p> <p>Fun activities</p>	<p>A number of engaging activities in which the students participated are highlighted. For example, they played tic-tac-toe with colorful sweaters, created moon phases with Oreo cookies, and competed to weed the farm. The students enjoyed storytelling, reading comics and playing outdoor games. They visited the farm to draw plants, shared their favorite things in a worksheet, and games such as "Plants vs. Zombies", "Cat and Mouse" in English and "The Floor is Lava" were very popular. Hands-on activities such as planting, using a robot-like toy and making play dough characters were also mentioned. These activities provided a mix of educational and fun experiences</p>		
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	<p>hello</p> <p>transcripcion entrevista 5: 198 - 198 (0)</p> <p>yellow, red</p> <p>transcripcion entrevista 5: 200 - 200 (0)</p> <p>bye bye</p> <p>transcripcion entrevista 5: 201 - 201 (0)</p> <p>me acuerdo algo que era read leer, play jugar, soccer futbol</p> <p>transcripcion entrevista 5: 203 - 203 (0)</p> <p>el sunflower</p>	
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Categorías emergentes	Interpretation	Arqueo teorico	Hermeneusis integradora
<p>Experience</p> <p>Time at school</p>	<p>The responses show a wide variety of study durations, from those just starting to those of several years, which gives an idea of the different educational stages of the participants.</p>		



	<p>sunflower</p> <p>transcripcion entrevista 4: 55 - 55 (0)</p> <p>she is</p> <p>transcripcion entrevista 4: 185 - 185 (0)</p> <p>el verbo en el to be</p> <p>transcripcion entrevista 4: 189 - 189 (0)</p> <p>de los pronombres</p> <p>transcripcion entrevista 4: 191 - 191 (0)</p>	
	<p>the early shower, gato cat, dog, puerta door, veterinario vet.</p> <p>transcripcion entrevista 2: 244 - 244 (0)</p> <p>been shoot gun, los lanza guisantes en ingles</p> <p>transcripcion entrevista 2: 249 - 249 (0)</p>	



jump, eat, swim, sing,
sleep, talk, listen, ya

transcripcion
entrevista 2: 235 -
235 (0)

sleep, drink, hehe run

transcripcion
entrevista 2: 238 -
238 (0)

I, you, he, she, we, it,
they

transcripcion
entrevista 2: 240 -
240 (0)

flower, run, sleep,
she, are, y

transcripcion
entrevista 2: 242 -
242 (0)

o aprendí full cosas,
full full full. Root,
steem, leave, flower
and sun and air and



	<p>duck, cat, dog, pig</p> <p>transcripcion entrevista 3: 60 - 60 (0)</p> <p>los números</p> <p>transcripcion entrevista 3: 232 - 232 (0)</p> <p>el verbo to be</p> <p>transcripcion entrevista 3: 236 - 236 (0)</p> <p>si de hello, hello, hello how are you, hello hello hello, how are you</p> <p>transcripcion entrevista 3: 238 - 238 (0)</p>	
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	<p>y diferentes tipos de platas</p> <p>transcripcion entrevista 4: 35 - 35 (0)</p> <p>la chacra</p> <p>transcripcion entrevista 4: 80 - 80 (0)</p> <p>pero más o menos ya aprendí ya.</p> <p>transcripcion entrevista 4: 183 - 183 (0)</p>	
	<p>vemos las partes de la planta</p> <p>transcripcion entrevista 5: 148 - 148 (0)</p>	



<p><i>LEARNING OUTCOMES ></i> <i>Vocabulary learned</i></p>	<p>roots, stem, leaves, flowers, it's sun an air and a rainy shower</p> <p>transcripcion entrevista 1: 249 - 249 (0)</p>	<p>According to the interviews conducted, the students mentioned a wide variety of vocabulary they had learned or encountered. This included fundamental concepts such as roots, stem, leaves, flowers, as well as everyday verbs such as jumping, eating, swimming, singing, sleeping, talking and listening. They also made reference to pronouns (I, you, he, she, we, it, they) and talked about animals such as cats, dogs, ducks and pigs. In addition, topics ranged from numbers and colors (yellow, red) to greetings (hello, how are you) and specific terms such as sunflower and verbs such as read, play, and soccer. This diversity of vocabulary illustrates the breadth of their learning experiences and interests in the subject matter.</p>
	<p>transcripcion entrevista 2: 229 - 229 (0)</p>	



<p><i>LEARNING OUTCOMES ></i> <i>Acquired Knowledge</i></p>	<p>Una vez hehe aprendimos de las plantas que eran las raíces, el tallo las hojas y las flores</p> <p>transcripcion entrevista 1: 107 - 107 (0)</p> <p>intermedio el conocimiento porque todavía no aprendemos muchas cosas</p> <p>transcripcion entrevista 1: 212 - 212 (0)</p>	<p>students expressed varying levels of knowledge and experiences related to learning. They talked about learning about plant parts. Some mentioned intermediate levels of knowledge due to ongoing learning processes. One student specifically mentioned learning vocabulary related to agriculture and even referenced a popular game, Plants vs. Zombies, showing diverse interests. Others reflected on their previous educational experiences, noting differences in English instruction across schools and expressing new potential and progress in English proficiency.</p>
	<p>medio</p> <p>transcripcion entrevista 2: 228 - 228 (0)</p> <p>medio</p>	



	<p>el vocabulario de la chacra</p> <p>transcripcion entrevista 3: 50 - 50 (0)</p> <p>el vocabulario de plantas vs zombies</p> <p>transcripcion entrevista 3: 51 - 51 (0)</p> <p>antes a mí en mi otra escuela me daban muy poquito ingles porque más daban religión que ingles y ahora me siento como más potencial de inglés,</p> <p>transcripcion entrevista 3: 220 - 220 (0)</p> <p>Yo antes en mi anterior escuela yo no tenía inglés y ya</p>	
	<p>transcripcion entrevista 4: 158 - 158 (0)</p> <p>Asi diciendo ya como jugando juegos, sembrando no estar solo asi adentro</p> <p>transcripcion entrevista 4: 160 - 160 (0)</p>	



aprendiendo con
juegos.

transcripcion
entrevista 4: 132 -
132 (0)

dinámicas

transcripcion
entrevista 4: 134 -
134 (0)

con videos.

transcripcion
entrevista 4: 135 -
135 (0)

ver una película

transcripcion
entrevista 4: 146 -
146 (0)

a mí me gustaría
pasar afuera, así y eh,
haciendo actividades



	<p>hacer más actividades</p> <p>transcripción entrevista 5: 139 - 139 (0)</p> <p>como, como un juego jugamos una vez no me acuerdo como se llamaba el juego de las ciudades que botabas algo, no me acuerdo y era en el parque, diré afuera</p> <p>transcripción entrevista 5: 142 - 142 (0)</p>	
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	hora de aventura y de un show más	
	transcripcion entrevista 3: 168 - 168 (0)	
	que nos enseñe más climas	
	transcripcion entrevista 3: 175 - 175 (0)	
	desastres naturales, desastres naturales	
	transcripcion entrevista 3: 177 - 177 (0)	
	De los incendios	
	transcripcion entrevista 3: 180 - 180 (0)	
	Que podremos hacer cuando haya un temblor que nos explique en ingles	



Ya sé que nos haga
jugar afuera más en
el espacio libre,
porque aquí
encerrados no nos
gusta porque hace
mucho calor.

transcripción
entrevista 3: 160 -
160 (0)

dibujos

transcripción
entrevista 3: 162 -
162 (0)

a mí me gustaría que
el profe Ariel nos
enseñe a dibujar

transcripción
entrevista 3: 166 -
166 (0)

Como personajes de
anime de películas de
hora aventura de



	<p>cuando estamos en su hora</p> <p>transcripcion entrevista 3: 182 - 182 (0)</p> <p>También nos gustaría que nos de robótica porque casi no nos dan robótica, casi a nosotros no nos dan robótica</p> <p>transcripcion entrevista 3: 185 - 185 (0)</p>	
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lo que a mí me
gustaría que el profe
nos haga sería como
que hagamos equipos
y que nos dé
plastilina para poder
hacer alguna como
una estructura o así
es como que muchas
figuras con plastilina
y para hacer como un
tipo competencia
entre grupos o sea en
los grupos un grupo
que haga algo y a ver
quién gana

transcripción
entrevista 2: 161 -
161 (0)

a mí me gustaría que
salgamos al patio y
que hagamos una fila
y en grupos así y que
el profe nos vaya
preguntando cosas
en inglés y tenemos
que saber el



	<p>significado en español</p> <p>transcripcion entrevista 2: 165 - 165 (0)</p> <p>y yo diría que implemente, por ejemplo, que cuando él venga traiga, por ejemplo, que puede ser, que traiga peluches que traiga plastilina que traiga golosinas por si sacamos una alta nota y somos buenos respetuosos que nos dé una cosa.</p> <p>transcripcion entrevista 2: 170 - 170 (0)</p>	
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	<p>transcripcion entrevista 1: 190 - 190 (0)</p> <p>como por ejemplo una maqueta nos mandan hacer y podemos utilizar los juguetes que nosotros queramos para poder hacer la maqueta</p> <p>transcripcion entrevista 1: 192 - 192 (0)</p> <p>Hacer algunos juegos más divertidos como juegos tradicionales</p> <p>transcripcion entrevista 1: 199 - 199 (0)</p> <p>como la rayuela, pero al final ir recogiendo, así como papeles que tengan cosas,</p>	
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	<p>transcripcion entrevista 1: 202 - 202 (0)</p> <p>por ejemplo, el que gana la rayuela, el que gana tres en raya ir, ir formando una oración en inglés</p> <p>transcripcion entrevista 1: 203 - 203 (0)</p>	
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<p><i>RECOMMENDATIONS FOR IMPROVEMENT > Suggestions for activities</i></p>	<p>hacer más juegos afuera porque eso nos entretiene más y entendemos mas</p> <p>transcripcion entrevista 1: 183 - 183 (0)</p> <p>ir más rápido, ir mas tiempos a las chacras.</p> <p>transcripcion entrevista 1: 184 - 184 (0)</p> <p>Hacer cosas más asi interesantes así con plastilina</p> <p>transcripcion entrevista 1: 187 - 187 (0)</p> <p>sí hacer trabajos con así con materiales pequeños o grandes en las clases de inglés,</p>	<p>Based on the interviews, students provide several suggestions to enhance their learning experiences. They emphasize the importance of outdoor activities and games, which they find more engaging and conducive to better understanding. Additionally, they suggest more frequent visits to the chacra as a way to enrich their learning about nature and agriculture. Students also express interest in creative projects involving materials like play dough, which they enjoy using to create structures and compete with their peers. These recommendations highlight a desire for hands-on, interactive learning experiences that break away from traditional classroom settings, fostering both enjoyment and deeper learning engagement among students.</p>
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	a través de comics transcripcion entrevista 3: 199 - 199 (0)	
	jugando transcripcion entrevista 4: 197 - 197 (0) Como aprender más tipos de chacra transcripcion entrevista 4: 205 - 205 (0) afuera transcripcion entrevista 4: 211 - 211 (0)	



	<p>A través de juegos</p> <p>transcripción entrevista 3: 191 - 191 (0)</p> <p>o de dinámicas</p> <p>transcripción entrevista 3: 193 - 193 (0)</p> <p>A través de historias</p> <p>transcripción entrevista 3: 194 - 194 (0)</p> <p>A través de dibujos</p> <p>transcripción entrevista 3: 195 - 195 (0)</p> <p>a través de noticias</p> <p>transcripción entrevista 3: 198 - 198 (0)</p>	
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	<p>trabajar en equipo.</p> <p>transcripcion entrevista 5: 169 - 169 (0)</p> <p>que el profe mientras explica las formas puede hacer diseños para que nosotros podamos adivinar y todo como también son adivinanzas que a veces sabemos jugar</p> <p>transcripcion entrevista 5: 179 - 179 (0)</p>	
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	<p>asi saliendo más al patio y de vez en cuando irnos de excursión a algún parque así para que nos enseña también cosas</p> <p>transcripcion entrevista 2: 215 - 215 (0)</p> <p>Yo diría que juguemos 3 en raya, pero con, como que el profe nos pregunte una cosa y el que responda se va poniendo en el círculo o raya</p> <p>transcripcion entrevista 2: 216 - 216 (0)</p> <p>para mí podrían mejorar un poquittito haciéndonos trabajos, poquitito mas fácil porque si</p>	<p>preferences for engaging and effective educational experiences.</p>
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<p><i>RECOMMENDATIONS FOR IMPROVEMENT > Project Improvement</i></p>	<p>afuera, afuera al aire libre, porque eso nos gusta mucho</p> <p>transcripcion entrevista 1: 220 - 220 (0)</p> <p>o también trabajar con dulces como, así como de las galletas que hicimos</p> <p>transcripcion entrevista 1: 221 - 221 (0)</p>	<p>several recommendations for improving projects and learning experiences emerge. First, students express a strong preference for outdoor activities that they find stimulating and enjoyable. Incorporating more outdoor sessions could not only enrich their educational experiences, but also provide opportunities for hands-on learning and exploration. In addition, students suggest incorporating interactive games such as a modified version of tic-tac-toe, where answering questions determines their progress, encouraging engagement and active participation. Another suggestion is to slightly adjust the difficulty of tasks to maintain a balance that challenges without overwhelming, ensuring comprehension while promoting learning progression. In addition, integrating varied teaching approaches, such as games, dynamics, storytelling, and creative tasks such as drawing or creating comics, can cater to diverse learning styles and maintain interest throughout lessons. These recommendations are intended to make learning more dynamic, collaborative and impactful, catering to students'</p>
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	<p>nos hacen más difícil ya no entiendo nada de lo que ahorita entiendo poco un poquito mas</p> <p>transcripcion entrevista 2: 218 - 218 (0)</p> <p>si haríamos muchas más actividades y haríamos muchas más actividades y saldríamos afuera y haríamos como unas tipo pistas, hay más como un papelito y que vayan como que vayamos encontrando para poder así tener la respuesta,</p> <p>transcripcion entrevista 2: 226 - 226 (0)</p>	
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	<p>No me adapto</p> <p>transcripcion entrevista 5: 94 - 94 (0)</p> <p>porque es muy dificil</p> <p>transcripcion entrevista 5: 108 - 108 (0)</p> <p>si es muy dificil el ingles</p> <p>transcripcion entrevista 5: 109 - 109 (0)</p> <p>ni a mí no me gusta</p> <p>transcripcion entrevista 5: 124 - 124 (0)</p> <p>traducir las palabras</p> <p>transcripcion entrevista 5: 126 - 126 (0)</p>	
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	<p>porque a veces solo uno hace</p> <p>transcripcion entrevista 4: 92 - 92 (0)</p> <p>Saben tocar con hombres que solo saben estar jugando</p> <p>transcripcion entrevista 4: 105 - 105 (0)</p> <p>Copiar así materia así cosas largas,</p> <p>transcripcion entrevista 4: 119 - 119 (0)</p>	
	<p>o plantas vs zombies, plantas vs zombies</p> <p>transcripcion entrevista 5: 129 - 129 (0)</p> <p>asi la escritura</p> <p>transcripcion entrevista 5: 132 - 132 (0)</p> <p>asi traducir la planta</p> <p>transcripcion entrevista 5: 133 - 133 (0)</p> <p>No le gusta trabajar en grupos</p> <p>transcripcion entrevista 5: 174 - 174 (0)</p>	



	<p>a mí no me gusta estar muy estar adentro del agua porque a veces las clases son un poco aburridas</p> <p>transcripcion entrevista 3: 115 - 115 (0)</p> <p>Mal nos sentimos incómodos</p> <p>transcripcion entrevista 3: 145 - 145 (0)</p> <p>Pero algunos no no quieren hacer</p> <p>transcripcion entrevista 3: 149 - 149 (0)</p> <p>Mucho se desconcentran</p>	
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	<p>transcripcion entrevista 2: 145 - 145 (0)</p> <p>Lo mismo que a veces no colabora, no no quieren hacer, así como copiar o no quieren hablar cuando nos toca exponer asi.</p> <p>transcripcion entrevista 2: 146 - 146 (0)</p> <p>que cuando hacemos equipos nos pone con personas que nos caigan mal</p> <p>transcripcion entrevista 2: 151 - 151 (0)</p> <p>lo que mí hehe no me gusta, es que a veces el profe igual borra hehe nos pone algo en la pizarra y yo estoy copiando y no</p>	
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	<p>transcripcion entrevista 3: 150 - 150 (0)</p> <p>Es que algunos les toca con alguien que es su amigo y pasan jugando ahí y no hacen el trabajo</p> <p>transcripcion entrevista 3: 151 - 151 (0)</p> <p>algunos niños nunca quieren trabajar y por eso hay profe ahí le quita o a veces le quitan puntos porque no quieren trabajar en los grupos,</p> <p>transcripcion entrevista 3: 153 - 153 (0)</p>	
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	<p>transcripcion entrevista 1: 136 - 136 (0)</p> <p>cuando les ponen con personas que no quieren trabajar</p> <p>transcripcion entrevista 1: 138 - 138 (0)</p> <p>pero algunos no , algunos no saben querer colaborar con las cosas</p> <p>transcripcion entrevista 1: 143 - 143 (0)</p> <p>Porque a veces no ponen atención a cuando están explicando o porque no le da la gana de hacer el proyecto entre los compañeros</p>	
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<p><i>PERFCEIVED CHALLENGES OF PBL > Negative aspects of projects</i></p>	<p>Porque aveces nos sabe poner con gente que no conocemos mucho y nosotros queremos ponernos más con nuestros amigos</p> <p>transcripcion entrevista 1: 122 - 122 (0)</p> <p>o también pueden nosotros hacemos todo el trabajo y ellos no hacen nada</p> <p>transcripcion entrevista 1: 123 - 123 (0)</p> <p>Cuando hacemos grupos y uno tiene que terminar haciendo todo el trabajo</p>	<p>The interview excerpts reflect a range of frustrations and challenges students face during group work. They frequently mention feeling uncomfortable when paired with unfamiliar peers instead of friends, expressing a preference for working with those they know well. Students also complain about unequal effort within groups, where some end up doing all the work while others contribute minimally or not at all. This imbalance often leads to feelings of frustration and dissatisfaction. Additionally, there are concerns about classmates who either refuse to collaborate or distract others, impacting the overall effectiveness of group tasks. Students also mention difficulties with academic tasks, such as copying notes or translating, exacerbated by disruptions in class or teacher actions like erasing the board before they finish. These experiences highlight the complexities of group dynamics and their impact on students' learning experiences and performance in collaborative settings.</p>
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	<p>se llamaba Samanta Y yo con ella en ese entonces no me llevaba tan bien y entonces no no, no, como que ya no no pudo hacer bien la actividad y como que yo tuve que hacer todo el trabajo porque ella no no hizo nada</p> <p>transcripcion entrevista 2: 108 - 108 (0)</p> <p>o cuando ya, cuando ya nos hacen cuando nos eligen las parejas ya no me gusta.</p> <p>transcripcion entrevista 2: 115 - 115 (0)</p> <p>que a veces hay compañeros que no colaboran.</p>	
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	transcripcion entrevista 3: 132 - 132 (0)	
	hacer en grupos transcripcion entrevista 4: 86 - 86 (0) porque cuando sea por ejemplo estas con amigos transcripcion entrevista 4: 96 - 96 (0) nos damos ideas transcripcion entrevista 4: 97 - 97 (0) cuando nosotros escogemos nuestra pareja	



	<p>transcripcion entrevista 2: 136 - 136 (0)</p> <p>es que no se hace equipos para trabajar y podemos conocer más a nuestros compañeros,</p> <p>transcripcion entrevista 2: 142 - 142 (0)</p>	
	<p>A mí me gusta más estar afuera haciendo dinámicas.</p> <p>transcripcion entrevista 3: 115 - 115 (0)</p> <p>solo nos gusta cuando nosotros podemos elegir los grupo</p>	



	transcripción entrevista 4: 100 - 100 (0)	
<i>PERCEIVED BENEFITS OF PBL > Positive aspects of projects</i>	cuando el profe nos hace dibujar en los cuadernos transcripción entrevista 1: 112 - 112 (0) O nos hace trabajo en grupo transcripción entrevista 1: 113 - 113 (0) Si es más chévere trabajar en grupo y más con los amigos transcripción entrevista 1: 115 - 115 (0)	Students enjoy the activities more when they can draw in their notebooks and work in groups, especially with friends. They appreciate being able to choose their classmates, which fosters better relationships and allows them to collaborate and share ideas freely. They also value the freedom of choice and the opportunity to socialize and get to know their peers better. In addition, students prefer to participate in dynamic outdoor activities, which enhances their learning experience. In general, the possibility of working in groups, especially with friends, and the interactive nature of the activities contribute significantly to their enjoyment and motivation in class.



	<p>transcripcion entrevista 3: 66 - 66 (0)</p> <p>es muy divertido</p> <p>transcripcion entrevista 3: 73 - 73 (0)</p>	
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	<p>que es bueno</p> <p>transcripcion entrevista 5: 64 - 64 (0)</p> <p>aunque a veces se pone bravito, pero es divertido</p> <p>transcripcion entrevista 5: 70 - 70 (0)</p> <p>en que a veces sabe bailar.</p> <p>transcripcion entrevista 5: 73 - 73 (0)</p> <p>siempre comienza siempre con una canción de Buenos Días a veces</p> <p>transcripcion entrevista 5: 163 - 163 (0)</p>	
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Que nos pone en parejas cuando o sea elegir elegir las parejas

transcripcion entrevista 2: 115 - 115 (0)

podemos convivir entre todos y llevarnos mejor

transcripcion entrevista 2: 130 - 130 (0)

Que podemos hacer todo libremente. Y a veces podemos escoger.

transcripcion entrevista 2: 131 - 131 (0)

o que más me gusta es que podemos convivir entre todo



Que nos ha enseñado
las partes de la
chacra

transcripcion
entrevista 3: 28 - 28
(0)

De que es muy
divertida aprender
porque tiene mucho
ritmo el profe

transcripcion
entrevista 3: 64 - 64
(0)

cuando llegamos
hacemos un canto de
saludar y después
hay como un cuadro,
ahí tenemos que ir
poniendo el clima. La
digamos la hora y la
fecha y todo eso el
mes el mes el día



	<p>Que es bueno</p> <p>transcripcion entrevista 4: 62 - 62 (0)</p> <p>que nos enseña a veces jugando</p> <p>transcripcion entrevista 4: 63 - 63 (0)</p> <p>con dinámicas</p> <p>transcripcion entrevista 4: 65 - 65 (0)</p> <p>Con tecnología</p> <p>transcripcion entrevista 4: 67 - 67 (0)</p>	
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	<p>que si nos hace jugar y nos divertimos mucho</p> <p>transcripcion entrevista 2: 74 - 74 (0)</p> <p>Que nos hacen juegos y imprimen hojas para poder divertirnos así en grupos o en parejas</p> <p>transcripcion entrevista 2: 75 - 75 (0)</p> <p>a mí lo que más me gusta es que el profe no nos no nos dice a ver hagan y punto nos pone jueguitos y me gusta, porque a veces nos pone en trabajos en equipo que tenemos que elegir a quién queremos</p>	
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<p><i>MOTIVATION > Engaging teaching method</i></p>	<p>Que es muy bueno con nosotros y nos explica muy bien.</p> <p>transcripcion entrevista 1: 78 - 78 (0)</p> <p>siempre explica bien y siempre entendemos</p> <p>transcripcion entrevista 1: 81 - 81 (0)</p> <p>De que a veces nos sabe sacar a jugar</p> <p>transcripcion entrevista 1: 82 - 82 (0)</p> <p>Si tenemos un problema, también puede podemos decirle al profe que</p>	<p>The answers highlight how the teacher's teaching methods significantly increase student motivation. Students appreciate that the teacher explains concepts clearly and makes sure they understand the material, often taking them outside to play and integrating fun activities into lessons. They feel comfortable asking for help when they don't understand something and value the teacher's willingness to help them with problems. The use of games, group activities and songs at the beginning of class makes learning enjoyable and dynamic. In addition, the incorporation of technology and interactive exercises keep students attentive. Despite occasional rigor, the teacher's approach is generally considered to be fun and motivating, which makes the learning process more enjoyable and effective.</p>
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<p>transcripcion entrevista 2: 81 - 81 (0)</p> <p>a mí lo que me gusta que el profe nos haga es que nos pone ejercicios o palabras para completar.</p> <p>transcripcion entrevista 2: 117 - 117 (0)</p> <p>siempre siempre cuando comenzamos nos pone juegos, o sea, nunca nunca comienza así hagan y ya, no, al principio nos hace nos pone una canción nos pone juegos y después nos hace la actividad</p> <p>transcripcion entrevista 2: 118 - 118 (0)</p> <p>también antes de que empiece la clase nos</p>	
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	<p>y ahora sí nos hace dinámica</p> <p>transcripción entrevista 3: 89 - 89 (0)</p> <p>Solo primero lo primero mi profesor no era profesor era profesora Y nos dieron nos daba una libreta que había preguntas y como tipo para dibujar que quieres hacer de grande, pero en inglés todo eso</p> <p>transcripción entrevista 3: 224 - 224 (0)</p> <p>Yo antes en mi anterior escuela yo no tenía inglés y ya acá pues vine acá y pues ya se siquiera un poco</p>	
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	transcripcion entrevista 3: 226 - 226 (0)	
	pero no enseñaban como ahora aquí son como que aquí más avanzados transcripcion entrevista 4: 175 - 175 (0) a mi creo que me enseñaban mejor antes transcripcion entrevista 4: 177 - 177 (0)	
	no allá no tenía inglés transcripcion entrevista 5: 90 - 90 (0)	



	<p>Son más divertidas.</p> <p>transcripcion entrevista 2: 191 - 191 (0)</p> <p>porque ahora entiendo más y ahora se me hace más fácil en cambio de enana, de pequeña de pulguita, yo no sabía nada, no, no entendía y nos ponía deberes asi fáciles, pero para mí eran los más complicados del mundo</p> <p>transcripcion entrevista 2: 198 - 198 (0)</p>	
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	<p>si aveces nos vamos a la chacra</p> <p>transcripcion entrevista 5: 146 - 146 (0)</p>	
<p><i>MOTIVATION > Comparison of Teaching Methods</i></p>	<p>Es que antes era como aburrido, no, no nos hacía hacer cosas así divertidas nada no teníamos que hacer casi</p> <p>transcripcion entrevista 1: 175 - 175 (0)</p>	<p>Students indicated a significant change in their learning experiences. Before, they found classes boring and unengaging, with activities that were not very enjoyable or dynamic. Now, students find classes more fun and have a better understanding of the material, which makes learning easier compared to when they were younger. They appreciate the current approach, which includes games and dynamic activities, which makes the classes more enjoyable. Some students note that the classes are more demanding now, but they still prefer the current teaching methods because they are more engaging and advanced, especially in English classes, which were not offered at their previous schools.</p>



las clases de ahora
son más difíciles más
difíciles

transcripcion
entrevista 3: 76 - 76
(0)

las de ahora

transcripcion
entrevista 3: 85 - 85
(0)

Porque ahora nos
enseña cosas
divertidas

transcripcion
entrevista 3: 87 - 87
(0)

Cosas de juego

transcripcion
entrevista 3: 88 - 88
(0)

de ahora porque
antes no nos hacía
como tanta dinámica

	<p>nos hizo que hagamos como unos tipo robots para jugar como un juego de tabla, pero nuestras propias plantas con sus super poderes</p> <p>transcripcion entrevista 4: 30 - 30 (0)</p> <p>a cuidar las plantas</p> <p>transcripcion entrevista 4: 33 - 33 (0)</p> <p>a cuidar la chacra</p> <p>transcripcion entrevista 4: 34 - 34 (0)</p>	
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	<p>de Plantas vs Zombies</p> <p>transcripcion entrevista 5: 19 - 19 (0)</p> <p>si a mí también me gusto de plantas vs zombies</p> <p>transcripcion entrevista 5: 21 - 21 (0)</p> <p>si ganamos una planta tenías que dibujar una siembra</p> <p>transcripcion entrevista 5: 25 - 25 (0)</p> <p>hicimos unos juego algo asi como de plantas vs zombies</p> <p>transcripcion entrevista 5: 40 - 40 (0)</p>	
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	<p>tenemos espacio verdes</p> <p>transcripcion entrevista 3: 96 - 96 (0)</p> <p>también era de crear una historia con unos muñecos de plastilina que hicimos</p> <p>transcripcion entrevista 3: 110 - 110 (0)</p>	
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que fuimos a que
fuimos a la chacra
con plantar

transcripcion
entrevista 3: 29 - 29
(0)

el proyecto de la
chacra.

transcripcion
entrevista 3: 30 - 30
(0)

Si también de la
chacra si

transcripcion
entrevista 3: 31 - 31
(0)

El proyecto de
plantas vs. Zombies

transcripcion
entrevista 3: 32 - 32
(0)

porque es más
divertido y ahí



las plantas vs
zombies

transcripción
entrevista 4: 19 - 19
(0)

hacer la plastilina

transcripción
entrevista 4: 21 - 21
(0)

hacíamos el dibujo
con la plastilina y le
cubríamos con goma
y se quedaba duro

transcripción
entrevista 4: 25 - 25
(0)

primero hacíamos el
dibujo en el cuaderno
y después la plastilina

transcripción
entrevista 4: 26 - 26
(0)



el que hicimos con una plantita fingiendo que era un robot.

transcripcion entrevista 2: 23 - 23 (0)

estas cartas que dibujamos de Plantas vs Zombies

transcripcion entrevista 2: 25 - 25 (0)

como es los chacras y cómo es esas cosas, porque me pueden servir mucho.

transcripcion entrevista 2: 29 - 29 (0)

a mí también la chacra.



	<p>transcripcion entrevista 1: 37 - 37 (0)</p> <p>que nosotros podíamos dibujar en el cuaderno y después hacer con la plastilina.</p> <p>transcripcion entrevista 1: 39 - 39 (0)</p> <p>sembramos.</p> <p>transcripcion entrevista 1: 100 - 100 (0)</p> <p>las plantas y sacar las malezas de la chacra</p> <p>transcripcion entrevista 1: 101 - 101 (0)</p>	
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	<p>transcripción entrevista 2: 30 - 30 (0)</p> <p>A mí me gusta lo que hicimos que hicimos unas figuras unas plantas con plastilina y una hojita que teníamos que llenar nuestras como nuestras cosas favoritas.</p> <p>transcripción entrevista 2: 31 - 31 (0)</p>	
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<p><i>PERCEPTION OF PBL > Favorite projects</i></p>	<p>plantas versus zombies.</p> <p>transcripcion entrevista 1: 26 - 26 (0)</p> <p>plantas vs zombies</p> <p>transcripcion entrevista 1: 27 - 27 (0)</p> <p>a mí me gusto más la actividad de donde teníamos que hacer las figuras en plastilina y crear nuestros propios personajes</p> <p>transcripcion entrevista 1: 31 - 31 (0)</p> <p>A mí me gusto el que teníamos que recor..... de moverle</p>	<p>The interviews highlight several activities related to "Plants vs. Zombies" and the work on the farm. The students enjoyed creating "Plants vs. Zombies" characters with play dough and using glue to make them sturdy. They liked being able to take apart and reassemble their creations at home. Drawing in their notebooks and then making the drawings with play dough was a favorite activity. Students also mentioned planting and weeding in the garden and creating robots that mimicked plants for a board game. In addition, they enjoyed drawing "Plants vs. Zombies" cards and learning about agriculture. Working in the garden, caring for plants, and doing related projects were frequently mentioned as enjoyable and beneficial experiences.</p>
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	transcripcion entrevista 5: 55 - 55 (0) en sus habilidades transcripcion entrevista 5: 74 - 74 (0) como la de la plastilina transcripcion entrevista 5: 117 - 117 (0) bailar transcripcion entrevista 5: 154 - 154 (0) cuando jugábamos el piso es lava transcripcion entrevista 5: 190 - 190 (0)	
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con goma a nuestras cosas y se quedaban tiasas y podíamos jugar con ellas.

transcripcion
entrevista 1: 33 - 33
(0)

A mí me gustó que, que era que era divertido asi de jugar con ellos es que nosotros le poníamos goma que no se rompa. Y me gusto eso de ponerle goma.

transcripcion
entrevista 1: 35 - 35
(0)

A mí me gusto que cuando llevaba a la casa, le podía desarmar y armar de nuevo



	<p>transcripcion entrevista 4: 75 - 75 (0)</p> <p>y había un tablerito que le pone fichas hay un botón que aplata y camina solito</p> <p>transcripcion entrevista 4: 76 - 76 (0)</p> <p>pusieron unas fichas y teníamos que recolectar y formaba una oración</p> <p>transcripcion entrevista 4: 78 - 78 (0)</p> <p>a veces cuando nos hace jugar el piso es lava a las estatuas</p> <p>transcripcion entrevista 4: 138 - 138 (0)</p>	
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	<p>Cuando hay de plantar</p> <p>transcripcion entrevista 4: 38 - 38 (0)</p> <p>primero hicimos un hueco después nos pusimos la planta pusimos un palo amarramos con un hilo</p> <p>transcripcion entrevista 4: 43 - 43 (0)</p> <p>el cubeto también</p> <p>transcripcion entrevista 4: 70 - 70 (0)</p> <p>como el que aquí esta d meter ese mapa y el cubeto estaba dibujado es como un robot cuadrado</p>	
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		<p>ya le dije plantas vs zombies</p> <p>transcripcion entrevista 5: 42 - 42 (0)</p> <p>haciendo los personajes de Plantas vs zombie con plastilina</p> <p>transcripcion entrevista 5: 44 - 44 (0)</p> <p>tenias que dibujar en el cuaderno y hacer con la plastilina lo que dibujaste</p> <p>transcripcion entrevista 5: 53 - 53 (0)</p> <p>hacer una pizzería con hojas y todo</p>	
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ya cuando nos fuimos a jugar de los números acá afuera jugamos a los números y teníamos que quedarnos quietos hasta que digan el número y caminaban y nos y nos jugábamos ahí.

transcripción
entrevista 3: 40 - 40
(0)

El de plantas versus
zombies

transcripción
entrevista 3: 41 - 41
(0)

Que teníamos que por cada nivel ir haciendo el personaje que nos daba el nivel.



	<p>transcripción entrevista 3: 43 - 43 (0)</p> <p>de cuando jugamos al ratón al gato al gato y el ratón en inglés</p> <p>transcripción entrevista 3: 53 - 53 (0)</p> <p>también nos había puesto, teníamos que hacer una historia con las flash cards de las plantas</p> <p>transcripción entrevista 3: 209 - 209 (0)</p>	
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	<p>favoritas, por ejemplo, nuestro animal favorito o nuestros colores favoritos</p> <p>transcripcion entrevista 2: 54 - 54 (0)</p> <p>Los dibujos de las plantas</p> <p>transcripcion entrevista 2: 64 - 64 (0)</p> <p>a mí me gusta hacer esto porque podía mostrar que me gustaba porque dice que puedes poner tu música favorita. Tu comida favorita. Tu película favorita y a que lugar te gustó ir</p> <p>transcripcion entrevista 2: 70 - 70 (0)</p>	
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cuando trabajamos
en parejas

transcripcion
entrevista 2: 34 - 34
(0)

era algo de hacer
como poner nombres
en las paletas en unas
paletas y ordenar
estas palabras

transcripcion
entrevista 2: 37 - 37
(0)

cuando nos fuimos a
la chacra ya nos
teníamos que llevar
el cuaderno y dibujar
plantas que habían
allá

transcripcion
entrevista 2: 43 - 43
(0)

esto es tenemos que
decir nuestras



a mí lo que me gusta
que el profe nos haga
es que nos pone
ejercicios o palabras
para completar

transcripción
entrevista 2: 117 -
117 (0)



	<p>hombres y eso nos hizo entretenernos mas</p> <p>transcripcion entrevista 1: 104 - 104 (0)</p> <p>Como cuentos</p> <p>transcripcion entrevista 1: 153 - 153 (0)</p> <p>cuentos comics</p> <p>transcripcion entrevista 1: 154 - 154 (0)</p> <p>nos saca a jugar</p> <p>transcripcion entrevista 1: 155 - 155 (0)</p> <p>nos saca a la chacra</p> <p>transcripcion entrevista 1: 157 - 157 (0)</p>	
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<p><i>PERCEPTION OF PBL > Fun activities</i></p>	<p>Un juego que era de tres en raya donde íbamos poniendo las chompas de diferentes colores y ya había dos equipos.</p> <p>transcripcion entrevista 1: 47 - 47 (0)</p> <p>el de la luna, cuando hicimos el trabajo con las galletas Oreo y después pusimos en esos carteles</p> <p>transcripcion entrevista 1: 59 - 59 (0)</p> <p>una vez a nosotros nos hizo como un concurso de hombres de sus mujeres a ver si es que las mujeres sacaban más hierba mala o si es que los</p>	<p>A number of engaging activities in which the students participated are highlighted. For example, they played tic-tac-toe with colorful sweaters, created moon phases with Oreo cookies, and competed to weed the farm. The students enjoyed storytelling, reading comics and playing outdoor games. They visited the farm to draw plants, shared their favorite things in a worksheet, and games such as "Plants vs. Zombies", "Cat and Mouse" in English and "The Floor is Lava" were very popular. Hands-on activities such as planting, using a robot-like toy and making play dough characters were also mentioned. These activities provided a mix of educational and fun experiences.</p>
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	<p>era con oreos y le íbamos abriendo y íbamos haciendo, así como las partes de la Luna y íbamos sacando la crema y poniéndoles el otro lado así y después el profe nos iba diciendo cuál era tal Luna y nos iba revisand</p> <p>transcripcion entrevista 1: 223 - 223 (0)</p> <p>una vez nos hicieron sembrar las plantas justo</p> <p>transcripcion entrevista 1: 230 - 230 (0)</p>	
--	---	--



transcripcion
entrevista 3: 23 - 23
(0)

yo recién entro

transcripcion
entrevista 4: 11 - 11
(0)

yo estoy desde su
cuarto

transcripcion
entrevista 4: 15 - 15
(0)



transcripcion
entrevista 2: 18 - 18
(0)

unos 5 seria

transcripcion
entrevista 3: 11 - 11
(0)

en quinto

transcripcion
entrevista 3: 13 - 13
(0)

desde preparatoria

transcripcion
entrevista 3: 16 - 16
(0)

en quinto

transcripcion
entrevista 3: 22 - 22
(0)

en quinto



	recién entre transcripción entrevista 5: 7 - 7 (0)	
	Unos tres transcripción entrevista 5: 12 - 12 (0)	
	unos 4 tal vez transcripción entrevista 5: 14 - 14 (0)	



Código	Segmentos codificados	Resumen
<i>EXPERIENCE > Time at school</i>	un año transcripcion entrevista 1: 15 - 15 (0) un año transcripcion entrevista 1: 17 - 17 (0) cuatro años tal vez transcripcion entrevista 1: 19 - 19 (0) cuatro años transcripcion entrevista 1: 20 - 20 (0)	The responses show a wide variety of study durations, from those just starting to those of several years, which gives an idea of the different educational stages of the participants.



año y medio

transcripcion

entrevista 1: 21 - 21
(0)

dos años

transcripcion

entrevista 2: 12 - 12
(0)

hehe 5 años

transcripcion

entrevista 2: 13 - 13
(0)

Creo que creo que 6

transcripcion

entrevista 2: 14 - 14
(0)

creo que 4 o 5

transcripcion

entrevista 2: 15 - 15
(0)

dos años



DECLARATORIA DE PROPIEDAD INTELECTUAL Y CESIÓN DE DERECHOS DE PUBLICACIÓN
PARA EL TRABAJO DE INTEGRACIÓN CURRICULAR
DIRECCIONES DE CARRERAS DE GRADO PRESENCIALES - DIRECCIÓN DE BIBLIOTECA

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CERTIFICADO DEL TUTOR

Certificado para Trabajo de Integración Curricular de Carreras de Grado de Modalidad Presencial

Carrera de: Pedagogía de los Idiomas Nacionales y Extranjeros

Yo, Fernanda Elizabeth Sarango Solano Directora de la carrera de Pedagogía de los Idiomas Nacionales y extranjeros en representación de Jessica Elizabeth Ochoa Delgado, tutora del Trabajo de Integración Curricular de Carreras de Grado de Modalidad Presencial denominado “Analysis of the Project-Based Learning Approach as a Factor that Fosters Motivation in the English Learning Process of 5th EGB Students” perteneciente a los estudiantes: María Belén Auquilla Villa con C.I., 0151229358 Janneth Marisol Yanza Yanza con C.I. 0150069904. Doy fe de haber guiado y aprobado el Trabajo de Integración Curricular. También informo que el trabajo fue revisado con la herramienta de prevención de plagio donde reportó el 8 % de coincidencia en fuentes de internet, apegándose a la normativa académica vigente de la Universidad.

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