UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"PROJECT-BASED APPROACH THROUGH CULTURAL ACTIVITIES TO IMPROVE SPEAKING SKILLS IN ELEMENTARY SCHOOLS"

RESEARCH PROJECT

As a prerequisite to obtaining a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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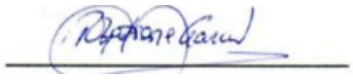
Advisor´s Approval

In my role as Advisor of the research paper under the title “Project Based Approach through Cultural Activities to improve speaking skills in elementary school ” prepared by Cindy Mercedes Suárez Medina undergraduate student of the 8° Semester Career, Faculty of Educational Science and Language at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely



La Libertad, August 8th, 2022

Statement of Authorship

I, Suárez Medina Cindy Mercedes, with ID number 0916985393, undergraduate student of Universidad Estatal Península de Santa Elena, at the major in Education Sciences and Languages, as a requirement to obtain the degree of Bachelor in Pedagogy of National Foreign Languages, in my capacity as author of the research work "Project-based approach through cultural activities to improve speaking skills in elementary schools", I certify that this work is of my authorship, except for the quotations and reflections used in this research work.

Cindy Mercedes Suárez Medina

AUTHOR

Declaration

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY, THE INTELLECTUAL PROPERTY BELONGS TO UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA.

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Dedication

I want to dedicate this project to my family. My husband supported me each day to study hard. My children were my inspiration to finish the university to obtain my degree and finally my mother who has been my best friend in every moment of my life.

With love

Cindy Mercedes Suárez Medina

Abstract

This research project focused on the use of a project-based approach and how it functions in improving speaking skills through the development of cultural activities in elementary schools. The main aim is to describe the influence of the Project-Based Approach (PBA) on the students and how it helps them to increase their English language knowledge and feel secure speaking it. The qualitative method was used to acquire more information from teachers in "Matilde Hidalgo de Procel" Basic School and "Los Juguetones" Basic School employing interviewees to make an analysis and comparison of the previous findings to the participants' answers. As a result, a project-based approach promotes collaborative work in students by developing projects in classes. They have the opportunity to work in groups, meet how their partners think, interchange opinions, develop their creativity, and feel confident working with others using cultural topics or activities in the classroom. It was an interesting investigation that helped to expand my knowledge of it.

Keywords: Project-based approach, Speaking skills, Cultural activities

Resumen

Este proyecto de investigación se centró en el uso de un enfoque basado en proyectos y cómo funciona en la mejora de las habilidades del habla a través del desarrollo de actividades culturales en las escuelas primarias. El objetivo principal es describir la influencia del Enfoque Basado en Proyectos en los estudiantes y cómo les ayuda a aumentar su conocimiento del idioma inglés y sentirse seguros hablándolo. Se utilizó el método cualitativo para obtener más información de los docentes de la Escuela Básica "Matilde Hidalgo de Procel" y la Escuela Básica "Los Juguetones" empleando a los entrevistados para hacer un análisis y comparación de los hallazgos anteriores con las respuestas de los participantes. Como resultado, un enfoque basado en proyectos promueve el trabajo colaborativo en los estudiantes a través del desarrollo de proyectos en las clases. Tienen la oportunidad de trabajar en grupo, conocer cómo piensan sus compañeros, intercambiar opiniones, desarrollar su creatividad y sentirse seguros trabajando con otros utilizando algunos temas culturales o actividades en el aula. Fue una investigación interesante que ayudó a ampliar mis conocimientos en el mismo.

Palabras Claves: Enfoque basado en proyectos, habilidad para hablar, actividades culturales

Index

Acknowledgment 5

Abstract 7

Introduction 13

Chapter I 15

The Problem 15

Topic 15

Title 15

Problem Statement 15

Problem Question 16

Specific Questions 17

General Objective 17

Specific Objectives 17

Justification 17

Chapter II 19

Theoretical Framework 19

Project-Based Approach 19

Speaking Skills 19

Research Background 20

Pedagogical Basis 22

Theoretical Basis 23

Constructivism 25

Cultural Awareness 25

Cultural Activities 26

Legal Basis 27

Variables of the Study 28

Dependent Variable 28

Independent Variable 28

Chapter III 29

Methodological Framework 29

Method 29

Qualitative Method 29

Type of Research 30

Phenomenological Study 30

Interview 30

Instruments 31

Questionnaire 31

Data Collection Processing and Resources 31

Population and Sample 32

Chapter IV 33

Analysis of Findings 33

Teachers' Interview 33

Interpretation of Data from the Teachers' Interview 33

Analysis and Discussion of the Interview vs. Bibliographic Review 40

Chapter V 42

Reflexions of the Study 42

References 45

Annexes 51

Figures

Figure 1: *Strategies to get the attention of the students*..... 33

Figure 2: *Activities for students with a lack of confidence to speak*……..35

Figure 3: *Students' speaking skills using a project-based approach*……..36

Figure 4: *Cultural awareness in students*.....37

Figure 5: *Cultural topics in classes*.....38

Figure 6: *Cultural activities to improve speaking skills in students*.....38

Figure 7: *Recommendations for using the project-based approach*.....39

Table

Table 1: Data Collection Questions 32

Introduction

This study aims to research how to improve students' speaking skills in elementary schools from “Matilde Hidalgo de Procel” Basic School and Los Juguetones Basic School by using a Project-Based Approach (PBA). In addition, this research seeks to identify the reasons why students in English classes do not know how to work collaboratively in an appropriate manner during their learning process, specifically, in workgroup projects. PBA was used for the first time in the 1980s to promote a student-centered teaching and learning process. Permatasari (2013) mentioned that this method is useful for students with limited participation in the classroom. They do not communicate their ideas because they do not feel confident in classes, lack the security to speak English, and fear committing pronunciation mistakes when answering questions from their teacher or exposition.

Based on that, the techniques used by some teachers are not correct in the improvement of speaking skills because there are no engagement activities to support this skill in the classroom. As a result, the students were hesitant and unmotivated to speak up. For that reason, it is important to know how to get comfort in the students having interest and motivation to learn a new language with the same courage as the other subjects.

According to Fauziati (2014), PBA allows students to work on projects that allow them to not only learn and practice English, but also to develop a variety of important skills such as teamwork, critical thinking, and presentation. Therefore, PBA has been used in various contexts and knowledgeable areas, and as a result of its rewards, more teachers of any particular subject are using it as a teaching method satisfactorily taking into account the development of cultural awareness in the students by using PBA related to cultural activities.

Chahak (2012) mentioned why it is relevant to teach English using PBA including cultural topics in class. The study showed that the language and culture are connected, therefore, English cannot be taught leaving given up culture. Ecuador is a diverse country. It does not cover a large area. Because culture possesses these rather qualities, it must be taken seriously in educational contexts, particularly in foreign language classes, because a language is the representation of a culture. As a result, it would be interesting to compare the Ecuadorian academic environment with similar contexts in other countries to assess what has been done and what remains to be done to be more successful in dealing with the challenges of having multicultural students in EFL classrooms (Galimberti et al., 2019).

This research has been divided into five chapters, they contain important information according to the title and the structure:

Chapter I: This chapter describes the problem statement of the research title giving general information found in previous investigations. The objectives are also presented.

Chapter II: This chapter details the background theories related to the research and how they are important to my study.

Chapter III: This chapter develops the method used to get more data from the instrument and the corresponding analysis to expand the knowledge.

Chapter IV: This chapter provides data analysis from the qualitative method and its interpretation according to the population answers.

Chapter V: This chapter covers the reflexions of the research project.

Chapter I

The Problem

Topic

Strategies and Speaking Skills

Title

Project-Based Approach through Cultural Activities to improve speaking skills in elementary schools

Problem Statement

“The majority of students have had few opportunities to speak during their learning process” (Goodman, 2010). Taking this into consideration, they are hesitant to speak in English. Consequently, the project-based learning approach suggests different activities that have helped to change the traditional class into an active one. According to Diaz et al. (2016), several aspects of teaching speaking are the lack of a student-centered approach, multi-disciplinary and incorporated activities in real-life situations.". This reality persuades teachers to reconsider or reflect on their teaching methods and approaches to learning English as a Foreign Language and the importance of teaching students’ content as well as developing speaking skills to successfully deal with the challenges of a demanding world.

In Ecuador, there is research about the improvement of speaking skills, at the Technical University of Ambato. Totoy (2019) studied the application of innovative phonology techniques in high school students to improve accent, fluency, and intonation. At Casa Grande University, a study was carried out in 2021 to improve speaking skills in students in third grade; in this study, the independent variable was self-assessment using voice memorization as a tool and the dependent variable was a component of speech ability, particularly fluency. An Ecuadorian study

conducted by Gezg & Cakir (2016) determined that “traditional teaching methods, the teacher-centered approach, a lack of collaboration with and among students in the mother tongue, and teacher ambiguity when using different communicative techniques”.

Researchers have shown different studies about the limited opportunities in English classes and it happens when students cannot express their ideas freely because they feel fear. It is produced for diverse reasons such as deficient vocabulary, demotivation, disinterest in the learning process, lack of self-confidence, shyness, poor knowledge, and others. (Collante et al., 2020) Most of the students do not participate in class and they keep silent. Those problems were observed at the “Matilde Hidalgo de Procel” Basic School and Los Juguetones Basic School in 7^{th}-grade students. The main issue is the limited activities to engage their attention to learning English as a second language and the interest in acquiring new knowledge in each class. Given the fact that the teachers have followed traditional classes, students use to be bored because the teaching process is not active with them.

According to Turkey (2019) “students do not pay attention to teachers because the class is based on theory and not in practice, therefore it is unvaried to them”. Teachers must interact with students and use different methods to attract them. That is why Freire’s pedagogy looks to emancipate individuals, allowing them to bring support to the critical thinking model’s incorporation into every classroom, and to help learners have their voices. As a result, the Project-Based Approach is the approach that is going to help students to develop their critical and reflexive thinking through various projects in class (Freire, 2005).

Problem Question

- How project-based approach will influence the improvement of English-speaking skills through cultural activities in elementary schools?

Specific Questions

- What are the benefits of using a project-based approach in elementary schools?
- What suitable techniques will facilitate students' speaking skills in the classroom?
- What cultural activities reinforce the cultural awareness of students in elementary schools?

General Objective

- To describe the influence of a project-based approach in the improvement of speaking skills through cultural activities in elementary schools.

Specific Objectives

- To determine the benefits of using a project-based approach in elementary schools.
- To identify the suitable techniques that will facilitate students speaking skills in the classroom.
- To indicate useful cultural activities to reinforce cultural awareness of students in elementary schools.

Justification

This research project is focused on promoting and improving the ability to speak English in elementary schools. Taking this into account, in most schools there is a speaking problem for all ages, but this investigation is centered on elementary schools. The issue starts when students do not want to speak or say something in English due to a lack of motivation in the class. On the other hand, they do not understand when the teacher speaks, and therefore, they do not know what to say about the teacher’s question. Furthermore, students feel afraid of their classmates’

jokes so they cannot speak fluently. Most of them are nervous and think about what kind of mistakes they can have at the moment to say something in English (Dunn, 2018).

This research is important to encourage English in the lives of the students and they can understand why it is relevant as other subjects for their future. Their disinterest must be changed using the PBA method in classes. It will incorporate better development in the classroom and the students will feel free to speak with the vocabulary learned during the project. Consequently, these strategies will help to increase Speaking skills in elementary school (Parker, 2019).

The English class does not have to be boring for students and it will be fun instead. Through cultural activities, students will enhance their learning by using relevant information to construct their knowledge as a project. The globalized world is the primary reason for improving speaking skills; many Ecuadorian students travel to other countries to study or get a job. In the future, they may have English lessons and conversations. Even if it is for business or pleasure, when a person travels to another country for any reason, he or she must share information orally.

That is the reason why is important that students know about other cultures around the world because, through it, they can increase their vocabulary. For students avoiding the mother tongue and speaking in a foreign language is a challenge. Speaking in a precise and clear manner will assist English students in presenting their ideas to any foreign community in the future. This research could then be used to change traditional methods that do not allow for effective oral production.

Chapter II

Theoretical Framework

Project-Based Approach

Active learning, also known as PBA, is the organization of the learning process based on the pedagogical theory of "learning by doing," which states that learners acquire knowledge after experiencing or doing something new (Kotti, 2008). According to Frey (1986), "PBA derives from Pragmatism, a philosophical movement that emerged in the middle of the nineteenth century and promotes action and practical application of knowledge in everyday life."

A project-based approach is a system of classifying learning through projects. Jones et al. (1997) define projects as "significant but difficult activities based on stimulating interrogations or problems that involve students in design, problem-solving, decision-making, or research activities; bounce students the opportunity for autonomous work including extended periods to culminate in final products or expositions." Other defining features identified in the literature by Wiggins et al. (2005) involve done to verify, accurate assessment, teacher assistance but not direction, and clear and specific educational goals".

Speaking Skills

According to Goh C. & Burns (2012), speaking is a necessary skill that must be taught to develop truly effective communication. This cognitive and physiological process can influence students' proficiency in a foreign language. According to Digests (1999), speaking is an interactive process in which speakers send and receive information. This process includes the following elements: participant, message, collective experiences, speech objective, and environment. It is also stated that speaking behavior changes as the conversation progresses.

Speaking, according to Boxer & Cohen (2004), is the act of processing information in which the speaker sends a message and the listener decodes the information. Developing this skill in class is a critical step toward avoiding traditional methodologies in which students do not socialize. Fifield (2015) defines interaction as "the process of referring to face-to-face action." It can be verbal, as in written or spoken words, or nonverbal, as in proximity, eye contact, facial expressions, and gestures."

Research Background

Permatasari (2014) supports the effectiveness of PBA by stating that her study enhanced students' speaking skills through a Project-Based Approach for SMPN second graders. The author also states that 85 percent of people reveals great changes in speaking skill. In this research, the student's participation and interaction were also demonstrated, and students felt secure to express their ideas.

According to Baş (2016), the effects of a project-based approach on students academically are significant, and its application in a language classroom to improve learners' English skills is particularly successful. According to Jones et al. (1997) suggest that PBA is the most appropriate approach for trying to stimulate previously indisposed and disconnected students to take an active part and incorporate learners.

Similar studies on PBA have been conducted in Ecuador. Vinueza Mayorga & Fierro Echeverria (2007) explains how students react to the application of PBA in their study "Implementation of a Project-Based Learning Approach for the Senior Year and Fourth Course of Secondary from Henri Becquerel Experimental High School." According to the authors, the majority of students improve their English skills. It is also stated that PBA incorporates a new

technique that includes all students actively participating to develop critical thinking, interactive oral communication, and knowledge.

Another research, "Application of Project-Based Approach (PBA) to Motivate English Learning of Ninth Year Students of Unidad Educativa Particular Eloy Alfaro of Machala City, During the First Term of the 2012-2013 Academic Year," conducted by Apolo (2013), determined the significance of PBA in motivating students in their English learning process. The study demonstrated how the use of PBA enabled teachers to develop strategies for developing critical thinking and meaningful learning in their students. According to this author, PBA demonstrates how learners can improve their speaking skills using different techniques focusing on their own culture or another.

This is not a new method used in the actual classrooms. PBA has been applied in other countries in the English teaching process. Classrooms have utilized this method to raise speaking taking into account some activities such as school projects, expositions, games, and research. Nowadays, in Ecuador, many schools are using PBA to enhance communicative production in their students including funny activities at the end of the partial.

Previous research at UCLA shows how PBA is one of a younger generation of classes that are transforming traditional teacher-led instruction into a more student-centered, project-based approach that requires students to collaborate as they tackle complex, real-world problems that emphasize uncertainty, iterative thinking, and innovation. Proponents of the project-based approach (PBA) argue that it instills a sense of purpose in young students, challenges them to think critically, and prepares them for modern jobs that value skills such as collaboration, problem-solving, and creativity (Issa HB, 2021).

Universidad Central del Ecuador presented a study based on the Project-Based Approach from an interdisciplinary perspective, which involves the incorporation within the teaching-learning process of a different role for both the student and the teacher. Of particular interest is the need for reprogramming, from an interdisciplinary perspective, the functions of the student as a learner. (Tapia Calvopiña et al., 2017)

Pedagogical Basis

With thorough knowledge of philosophy in education, teachers must be extremely effective for opportunities to improve. Teachers can gain a better understanding of their students' personalities and how they adapt in the classroom, as well as how students behave during assessments. Teachers must find a suitable way to meet the needs of their students based on this information.

Occasionally education focuses on the resource or teaching method rather than providing effective support to teachers. In her article "learning from what schools get wrong," Dr. Hood stated that teachers have a direct influence on students' learning. She stated that tools or techniques by themselves do not provide substantial advantages and that teachers' pedagogy determines the impact of a tool or technique on the outcome of the learning process (Hood, 2021).

Nash (2019) in his book “The interactive classroom: Practical strategies for involving students in the learning process” describes how students' roles should be changed from passive observers to active participants. Many teachers find it difficult to prepare their students for a world that did not exist when they were students. Engaging students, especially disinterested ones, in the learning process is a difficult task, especially when information is readily available.

Every teacher has a unique method, and an individual way of teaching; similarly, to art, what works for one teacher may not work for another. Teachers must sometimes devise strategies to address particular teaching contexts. They must develop their special attributes for the benefit of their pupils. He also determines the influence of classroom management methods based on projects to cultivate the student's participation in class.

Theoretical Basis

English has become the systematic language for people who do not share a native language, it has been given the name of Lingua Franca. The English language is related to the European language. Most countries learn English as a second language and it is mandatory within their academic system. English is the most spoken language in the world, owing to the British Empire's colonial influence and, later, the spread of American culture. Because English has more non-native speakers, it is found in a greater number of countries, particularly in Africa. English is spoken in 146 different countries (Eberhard et al., 2019).

There are numerous benefits to learning a second language. Among them is the ability to speak and interact with people from other countries, which allows you to not only expand your friendship group but also achieve better job prospects. Furthermore, speaking a second language allows people to communicate with, learn about, and explore other cultures. As a result, language is said to be the highest expression of a culture. A person's thoughts and feelings can be expressed through language.

Taking this into account, it is essential to learn English because it is the language spoken on all five continents and in powerful nations. Because English is the most widely used language in international commerce and business, it is regarded as the international language. Since

English is the most commonly used language in scientific research, most universities around the world require advanced proficiency in this language as a graduation requirement (Mahu, 2012).

The main objective of English teaching is for students to develop communicative competence and be successful communicators in the real world (Rabab'ah, 2003). According to Canale (1980), “communicative competence includes linguistic, sociolinguistic, strategic, and discourse competence”.

It is inconceivable to learn a foreign language in the absence of its culture; therefore, being able to speak a language well without understanding the social or philosophical context in which it exists makes a person a complete fool. English teachers must be prepared to provide their students with a high level of cultural and intercultural communication competence (Choudhury, 2013).

The curriculum of Ecuador mentions two types of aspects related to communication and culture to take into account during the development of activities in the classroom (Ministry of Education, 2016):

> **Intercultural Awareness and Identity**. Learners can be provided much-needed opportunities to do so by using the target language as a device for gaining a deeper understanding of their own culture as well as cultures around the world. Students can become more conscious of their own culture by knowing how they perceive other cultures from their perspective through activities that promote intercultural awareness. They will develop a broader perspective of reality as well as cultural sensitivity by discussing their origins and learning about children in other countries.
>
> **Social Competence and Values**. Learners develop social skills in the EFL classroom by learning to collaborate cooperatively, accept different points of view, negotiate,

and learn about reciprocity. Learners acquire the skills needed to develop self-efficacy and morals through conversation, role plays, and group work.

Constructivism

Constructivism assumes that learning is much more than memory in traditional schools, where learning is lowered to a process of transmitting knowledge from teachers to students. The participation of students in the discovery of this knowledge is critical to effective learning. Students must work to solve problems, discover things for themselves, and wrestle with ideas to understand and apply knowledge (Slavin, 2006).

According to Fetsco (2005), "knowledge consists of cultural tools that exist in the social world before they are internalized, and knowledge is internalized as a result of interactions with the social environment" (p. 142). The tangible outcomes are frequently an exhibition or a brand for a real motive or readership. Constructivism is centered on learning ownership and shared responsibility, as well as a realistic learning environment.

Cultural Awareness

Gao (2006) proposes a language-culture interdependence in which language learning is culture learning and, as a consequence, language teaching is cultural teaching. According to this author, foreign language teachers should be aware of the importance of cultural studies in the classroom and strive to increase students' cultural awareness to improve their communicative competence.

Therefore, according to Tomalin & Stempleski (1994), the international role of the English language, as well as globalization, are the two major reasons to teach culture as a fifth language skill, alongside listening, speaking, reading, and writing. The fifth language ability will teach students to learn, recognize, and understand the target culture's values, ways of doing

things, and overall idiosyncrasy. Students would respect the characteristics of other cultures. Because we live in a globalized world, learning a second language should include cultural understanding, tolerance, respect, and acceptance.

Likewise, Sun (2015) indicates, "We should place equal emphasis on cross-cultural communication competence and oral English teaching to improve students' cross-cultural oral communication ability" (p. 7). As a result, one of the primary goals of language teaching is to enable students to freely communicate with others while also improving their overall cultural accomplishments.

Cultural Activities

There are some activities to develop as projects in teaching English classrooms. Mantle-Bromley (1992) indicates examples of two lessons to help students achieve their knowledge through further cultural study. As a goal, students understand their own and another culture around the world changing their perspectives about it. The first activity that he mentions is to create a brainstorming in groups and then they record a video giving characteristics and the diversity of their culture.

The second activity is a list (housing, clothing, food, faith, music, famous people) presented by the teacher to the students in it they will research this information in small groups, and then, they present it to the class as an exposition using target culture. The aim of this is that students take in mind how diverse is the world and understand the value of each culture for its members. Those activities would increase the cultural awareness in students of elementary schools developed through projects in class.

Legal Basis

Ecuador's view of language teaching and learning has shifted. Traditional methodologies must be replaced with methodologies that promote the development of communicative skills and competencies. The project-based approach encourages the growth of English language skills.

> In Ecuador, speaking English is not practiced as Spanish because there is no customer to do that. Schools should integrate English as another important subject to teach every day. It will help students to understand and speak English as children and when they are adults, speaking will be easier for them. This language should not be seen as an obligation during the class, but on the contrary, feel free to speak supporting their ideas and adding new vocabulary every week. Students sometimes feel frustrated because they cannot understand the topics due to the lack of vocabulary.
>
> The Ecuadorian Government has realized the importance of having students able to use the English Language at the same level as those of the rest of the world. To achieve this goal, the Ministry of Education has launched some policies and programs, which set and foster the improvement of students' proficiency in the use of the English language. (Lopez et al., 2016)

In their curriculum specification for speaking, the Ministry of Education (2013) recommends that "teachers should carefully select topics and activities that fit their learners' interests as well as use methods that emphasize students taken by an individual to take responsibility for their communication and for monitoring their interaction." According to the document, through these activities, students will develop critical thinking, collaborative learning, fluency, and security when speaking. The importance of developing speaking skills through projects is also mentioned in the English as a foreign language curriculum.

> The Ecuadorian Ministry of Education recommends working in teams and pairs. As a result of this, students will interact and develop their social thinking in class. They will be able to communicate freely their opinions about a specific topic and develop their creativity. Parents could take part in it as guides to create better work. When students work together, they increase their knowledge the moment to interchange opinions debating different topics each other. (Ministry of Education, 2016)

Art. 29 in the Ministry of Education mentions the "teaching and learning liberty as a right to develop in their mother tongue and cultural awareness" to increase their understanding of our country or the world. Also, parents can choose between their principles, thinking, and pedagogy options. Communication and Cultural Awareness and Language through the Arts are two threads in the EFL curriculum. Both make a significant contribution to students' thoughtful and inquisitive approach to the country's socio-cultural reality by exposing students to other cultures and languages to better understand and strengthen their sense of identity. (2016)

Variables of the Study

Dependent Variable

Speaking skills

Independent Variable

Project-based approach

Chapter III

Methodological Framework

The methodological framework for studying the Project-based approach through cultural activities to improve speaking skills in elementary schools will determine how to analyze the information obtained. Through this research, teachers of elementary schools will know the context and the importance of applying the present study in their classes. The performance of this research will be accurate and the information will help to understand why this approach is suitable for the students to improve their speaking skills.

Method

This research project works with a qualitative method to describe the indispensable information according to the project-based approach and speaking skills. The method and technique will help to recognize the different aspects of the teaching process.

Qualitative Method

Qualitative research is a method for investigating and comprehending the significance that some individuals or groups of people believe comes from social or humanitarian issues (Creswell, 2014). It is important for this research because it collects information to be analyzed. Therefore, it is an evolving, inferential, analytic, and natural approach to studying people, cases, phenomena, difficult contexts, and procedures in their natural settings to reveal in descriptive terms the meanings that people attach to their world experiences. (Yilmaz, 2013)

The emphasis on rich individual human awareness, expertise, and understanding that characterizes qualitative research does not integrate well with a more constructive concern with discovering and trying to prove "what works" and being able to transfer the best leadership procedure (Bryman, 1984). Thereby, the theory is central to qualitative research because the

information gleaned from subjective accounts allows for either the verification of current theories or, more likely, the premise for making changes to them in order to explain the phenomenon of interest (Ahrens, 2006). This method helps to describe relevant knowledge or theories related to the project-based approach and how this is going to support the research to improve speaking skills in students.

Type of Research

Phenomenological Study

The type of the research is Phenomenological and it is used with this qualitative method to describe human experiences in a specific time. It involves some facts such as feelings, memory, creativity, points of view, practice, and imagination. A phenomenological study may include few participants in the research, but it is not in all cases. This project will use four participants associated with the variables presented. The type of study will help to understand the side of the subjectivity of people related to the project. As a result, it may contribute to changing theories, thinking, rules, advantages, and disadvantages of ancient research (Rodriguez, 2018).

Interview

Interviews are used in qualitative research to investigate the meanings of central themes in their subjects' worlds. The primary goal of interviewing is to comprehend what the interviewees say (McNamara, 1999). The data collection technique is a one-on-one interview because it offers the opportunity to interpret details got during the face-to-face meeting. It may be by non-verbal understanding, eye contact, sight, and gestures. This technique permits to know what it is the position of the interviewees and their position in front of a topic. The one-on-one interview is flexible and can recognize feelings, the intonation of the words, and security related

to the questions. It may use technology and the best advantage is that the technique is personal without mediators (Frances et al., 2009).

Instruments

Questionnaire

The instrument to carry out this project research is a questionnaire that offers fast, clear, and affordable information from the interviewees to take into account during an investigation. It is part of a qualitative method to gather adequate opinions by asking some questions to respondents. “Questionnaires can be used for a variety of purposes, the most common of which is to learn what the general public is thinking. Market research, political polling, customer service feedback, evaluations, opinion polls, and social science research are examples” (O’Leary, 2014).

The type of questions to be used is open-ended, it gives the possibility to the interviewees to answer freely avoiding suggesting responses. Therefore, it is appropriate to take this into account during the development of the questionnaire due to the possible opinions of the participants in the interview. Open-ended questions permit understanding the inquiry, analysis, and answer according to their thinking or experience. The questionnaire consists of eight questions. It is carried out individually through Zoom meetings and in person for the convenience of the interviewees.

Data Collection Processing and Resources

The data collection was developed by implementing the instruments and techniques such as the questionnaire and the interview. After that, they were analyzed and simplified. This series of questions show the importance of the research taking into account the opinions of the teachers of the “Matilde Hidalgo de Procel” Basic School and Los Juguetones Basic School.

Table 1

Data Collection Questions

BASIC QUESTIONS	EXPLANATION
1. What	Project-based Approach
2. Where	Teachers at Matilde Hidalgo de Procel" Basic School and Los Juguetones Basic School
3. When	The school year 2022-2023
4. How	Individually
5. What for	To improve speaking skills through cultural activities

Note. This table demonstrates the data collection questions related to the research project.

Population and Sample

The population of this study is the English teachers of elementary schools in the Abdon Calderon District. In this district, there are two schools and in each one there are two English teachers. They are "Matilde Hidalgo de Procel" Basic School and Los Juguetones Basic School. The sample was 4 teachers of elementary schools who collaborated with interviews for this research. They are professionals and know about the investigation therefore, working with these participants gave better results to support this study.

Chapter IV

Analysis of Findings

This chapter presents the analysis of findings dealing with the data obtained through interviews with the participants. It was known that the research was centered on the use of a project-based approach to improve speaking skills in students of elementary schools utilizing cultural activities. The information was collected by developing a questionnaire and then conducting four individual interviews with English teachers in Matilde Hidalgo de Procel Basic School and Los Juguetones Basic School.

The interviews helped to know the teachers' points of view related to implementing a project-based approach in classrooms. Four English teachers were interviewed through a one-on-one technique; one of them was an online interview and the other was a face-to-face meeting. Both showed the findings hoped to describe the conclusions according to the research. Throughout this chapter, I intend to give the participants' perceptions of using the approach mentioned.

Teachers' Interview

The interviewees helped to know the general teacher's perceptions of the project-based approach related to improving speaking skills in elementary schools using the culture in or out of Ecuador as a topic.

Interpretation of Data from the Teachers' Interview

1. How do you get the attention of the students? Which strategies do you use?

Figure 1

Strategies to get the attention of the students

Note. The figure represents the data obtained from the first question of the questionnaire taking in mind the words repeated. From *Word Cloud Generator* by Suarez Cindy, July 2022.

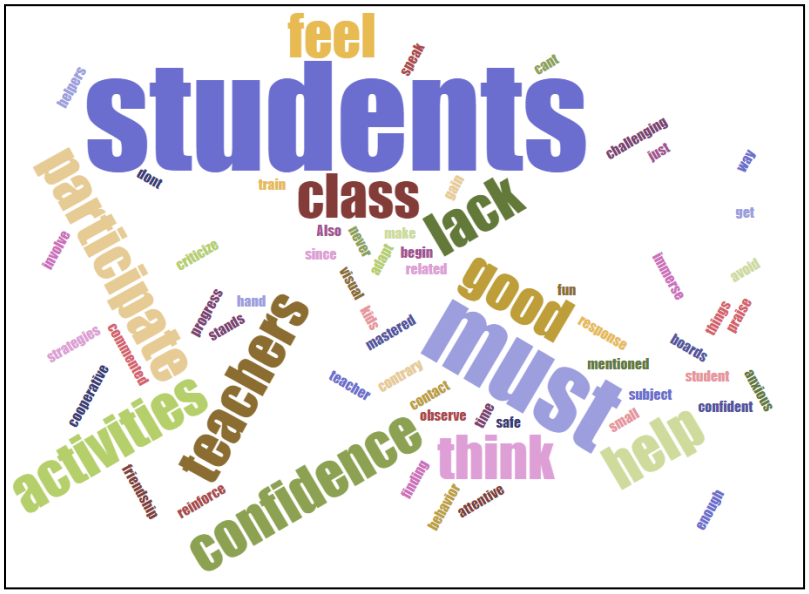
Teachers said one of the biggest challenges they face in getting and maintaining the attention of their students whether someone is just starting or has been teaching for decades, it is always important for them to have different strategies, they must be based according on the classroom. Furthermore, a lesson plan is extremely relevant because they must prepare and select the best activities for their students to make it successful.

In the strategies related to elementary schools, the participants suggested that students can get distracted easily hence it is always important the use pictures, videos, or games because most children are visual. They try to create something fun to introduce the class or to get their attention. For example, at the beginning of the class, they use some games such as "Hands on Top" and another one called " Clap and Rhythm".

2. For students with a lack of confidence to speak, what activities do you think could help them?

Figure 2

Activities for students with a lack of confidence to speak



Note. The figure represents the data obtained from the second question of the questionnaire taking into account the words repeated. From *Word Cloud Generator* by Suarez Cindy, July 2022.

Teachers commented that kids with a lack of confidence are very challenging but it's just all about finding good strategies that will help them, most of the time their students don't feel confident enough to participate in class they get anxious, they can't adapt to the class, and they avoid visual contact. As teachers, they think they must train to gain their friendship, they must observe the things in which the student is good and stands out, and in this way begin to involve him since he will feel safe to participate because he mastered the subject. On the other hand, they mentioned that students must never be criticized or make fun of their behavior or response, but on the contrary, be very attentive to reinforce and praise any small progress. Also, they immerse their students in activities related to cooperative boards or as teacher helpers.

3. Do you consider that a project-based approach would help improve students' speaking skills? Why?

Figure 3

Students' speaking skills using a project-based approach

Note. The figure represents the data obtained from the third question of the questionnaire taking into account the words repeated. From *Word Cloud Generator* by Suarez Cindy, July 2022.

The participants mentioned that the project-based approach has different benefits for teachers and students for example kids have the opportunity to interact with their classmates and this allows them to practice English naturally because between partners they have enough confidence to practice and this helps a lot for kids with a lack of confidence. Another important thing is that PBA include real-life tasks and problems and this becomes a challenge for kids, this also allows them to improve their level of English and as teachers, they have to opportunity to evaluate and observe their students' evolution.

4. According to Fengping Gao, foreign language teachers should be aware of the importance of cultural studies in the classroom and strive to increase students' cultural

awareness to improve their communicative competence, based on that, how would you develop this cultural awareness in your students?

Figure 4

Cultural awareness in students

Note. The figure represents the data obtained from the fourth question of the questionnaire taking into account the words repeated. From *Word Cloud Generator* by Suarez Cindy, July 2022.

They said it is important to develop cultural awareness in students because it allows students to increase their level of proficiency. After all, they are exposed to authentic linguistic material and real conversations, discussions, or dialogues. This also allows students to practice their speaking skills and at the same time, they can develop their critical thinking, self-confidence, and the acquisition of new knowledge related to Ecuador's culture.

Furthermore, they develop it by working and teaching using cultural topics depending on the English book. Students gain a more comprehensive understanding of the subject matter from the various backgrounds and cultures presenting the classroom. It also pitches students on how to use their strengths and point of view to contribute to a diverse working environment.

5. Based on the curriculum of Ministerio de Educación and your experience as a teacher, why is it important to include cultural topics in classes?

Figure 5

Cultural topics in classes

Note. The figure represents the data obtained from the fifth question of the questionnaire taking into account the words repeated. From *Word Cloud Generator* by Suarez Cindy, July 2022.

They indicated that a list of topics based on the cultures in Ecuador can be used, choose a discussion topic, listen to their opinions, and discuss the possible solutions. Including cultural topics is extremely important because it must take into account that this is a multicultural country, therefore students must respect that diversity and immerse themselves in that knowledge, in this way they will not only know the differences of each culture but they will also learn to respect them.

6. If you could use a project-based approach including cultural issues, what activities would you develop in your classes to improve speaking skills in students?

Figure 6

Cultural activities to improve speaking skills in students

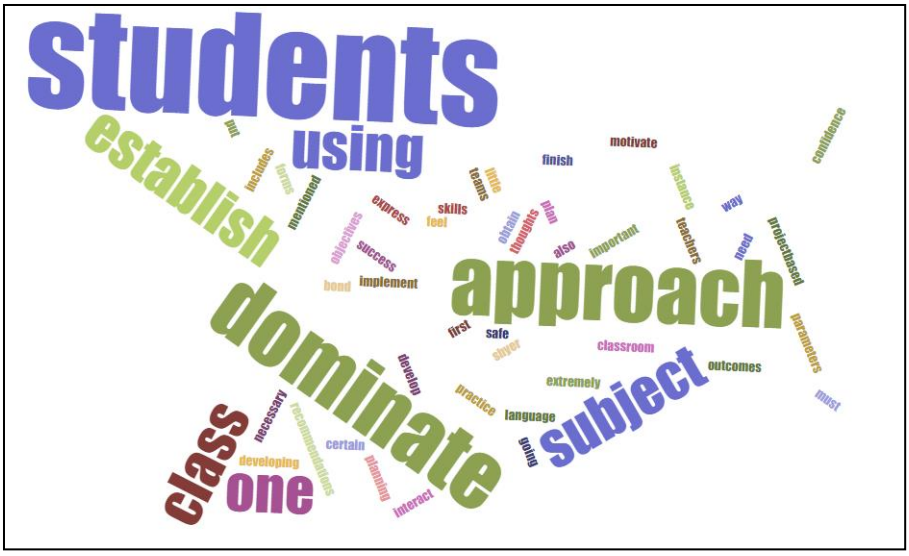
Note. The figure represents the data obtained from the sixth question of the questionnaire taking into account the words repeated. From *Word Cloud Generator* by Suarez Cindy, July 2022.

They remarked about one of the advantages of PBA is that it allows to impose a problem in search of a solution, they talk about certain cultural problems in classes, analyze them in groups, look for opinions, and in this way, they can present their answers without using any type of technology, either through of a picture, a roleplay, through a round table, and in this way not only they become aware of the difficulties that each culture experiences, but they also become more empathic with them, and they as teachers they reach the goals, in this case, what they are looking for is the development of speaking skill and also evaluate their students' knowledge.

7. What are your recommendations for using the project-based approach in the classroom?

Figure 7

Recommendations for using the project-based approach



Note. The figure represents the data obtained from the seventh question of the questionnaire taking into account the words repeated. From *Word Cloud Generator* by Suarez Cindy, July 2022.

They mentioned that to implement this approach, it is important to establish certain parameters such as developing the skills of students. They also establish a bond with their students first because they must have confidence in themselves so that they can feel safe to express their thoughts when using this approach. Class planning is extremely necessary so that it can be a success. They, as teachers, plan the objectives, how they are going to finish their class, and what they need to obtain as outcomes. One of them said how to put into practice it, for instance, she forms teams, and in each one, she includes students who dominate the subject, who dominate the language, and students who are a little shyer because in this way the students who dominate the subject will motivate the other students to develop and interact.

Analysis and Discussion of the Interview vs. Bibliographic Review

Based on the bibliographic review and the interviews done to collect relevant data for the project, it can be deduced that the project-based approach is useful for students in elementary schools. On a theoretical basis, Jones (1997) mentions why it is important to use it in classrooms

to solve problems faced on speaking skills. It has the opportunity to stimulate students to investigate according to their environment including cultural topics as projects.

As the interviews as the bibliographic review conclude that PBA helps students to design using their imagination in posters, videos, or games. They can make decisions in groups or individually related to the work to get a final product. Another finding is that the teachers do not get the role of the director or authority, on the contrary, they assist and manage them related to clarifying doubts about the topic, the work, the tools to use, and the time.

The goals are the same for researchers and participants of the interviews. Students need to get confident with their teachers and classmates and as a result, they are going to participate more in class without fear at the moment to speak something related to any topic. According to the teachers' answers from the interviews, students would feel secure expressing their thinking and there is no problem if they have mispronunciations problems, most importantly, they speak or try to say words in English.

Also, they coincided that the importance of including cultural topics in class. First, it is mandatory by the Ministerio de Educación of Ecuador to develop cultural awareness in classes at any level. Second, students can know more about the country where they live by learning vocabulary related to cultural diversity. For example, teachers apply some strategies to the students where they learn words of their environment in each class such as food, common clothes, music, famous people, and tourist places. As a result, students will share information about Ecuador inside or outside the classroom with others.

The literature review and the participants were in agreement that the best option for developing a cultural activity is looking for a topic and discussing it using PBA in classes. In other words, the teacher shares a topic with the groups of students, and they research some

information about it, then they expose it to the class by giving relevant words using the target language, role play, videos, pictures, papers, and others. In this way, they learn new words, verbs, and all about Ecuador's culture. Finally, as a strategy for students with limited confidence to speak, the best way is to include them in work in groups, they need to feel accepted by their classmates, and interact with them by asking about the topic in each class.

Chapter V

Reflexions of the Study

In this chapter, the findings and data analyzed related to the research objectives will be mentioned to give a general view of this. Besides, future researchers will present some ideas to investigate this interesting field and improve students' skills.

The research objective that drove this study was *"To describe the influence of a project-based approach in the improvement of speaking skills through cultural activities in elementary schools"* and the information obtained from the data analysis, it could be witnessed that PBA helps improve the speaking skills in students using some activities according to their environment, specifically their culture.

PBA promotes collaborative work in students through the development of projects in classes. They have the opportunity to work in groups, meet how their partners think, interchange opinions, arise their creativity, feel confident working with others, and learn the topic in a secure environment. Aside from that, developing a class project gives learners the option to discuss and instruct knowledge to those who lacked it, because different students in the groups could have different perspectives, opinions, and experiences, resulting in diverse knowledge and students benefiting from the explanations and opinions given by others.

Based on that, students could improve their speaking skills by sharing opinions with their classmates leaving fear to speak in English. It is because students would have to search for the best ways to keep good interpersonal relationships and communication within the group to create a pleasant environment that allowed them to develop their work properly. Also, students will begin to talk more among themselves, not just with the members of their groups, but also with the rest of the students, because they had to concur on the design of the project's final product with the rest of the class.

PBA also allows researching any topic and the best way to work on that is for students to acquire new knowledge including cultural topics as projects in class as was shown in the data analysis mentioning the answers of the English teachers and their agreements with the development of cultural activities to create awareness in the students of why it is important to know our culture. Therefore, they will demonstrate their understanding orally by appropriating the topic given to their partners. Using this approach not only speaking skills are developed, it includes learning new vocabulary and its correct pronunciation. Grammar structure and fluency are also developed at the moment to communicate the ideas related to the topic.

Hence, teachers work as a guide to indicate some instructions to students giving guidelines of how is the correct way to carry out the projects in class. As students as teachers need to know the importance of incorporating a project-based approach and culture in language teaching. Taking this into account, PBA has some benefits such as students learning to self-regulate (monitor) themselves to solve any problem during group work and self-evaluating (evaluator) to define errors according to their goals at the end of the project results. That is to say, if students have some inconvenience with the development of the project and the results are

not what they hoped, as feedback, they are going to share ideas to avoid the next time to commit the same mistakes. They will show good progress taking into mind the errors in the past project.

The use of suitable techniques to facilitate speaking skills in the classroom using PBA makes the teaching and learning process more enjoyable. The previous findings and the interviewees showed some important techniques to engage students' attention in the class and the first step is gaining their confidence to keep a good relationship, another aspect is avoiding criticizing their answers when they commit a speaking mistake, therefore, students need praise for their progress.

According to previous researchers, most teachers use general techniques to initiate the class such as games, videos, songs, computer-based materials, short stories, and others, specifically when speaking is carried out, they apply role play games to engage their students' attention. When PBA is used in the class, it is necessary to establish eye contact, it functions as a technique and allows students to feel the security to speak because the teacher is paying attention to their answers. Additionally, making gestures is also important during the class, it empowers the student's engagement due to when the teacher is talking, they look at some facial expressions related to the speech and motivate the students to do the same when they speak or interchange ideas in groups.

Finally, to reinforce the cultural awareness in students, it is important to use some activities taking into account that Ecuador is a diverse country and it is mandatory for teachers to know relevant information to share in the class about some cultural topics. In other words, it is not only for teachers to know the title of the class to impart each day, but also, they need to know all kinds of doubts in students. They must acquire cultural awareness by appropriating it as civic participation. Some common activities mentioned in the theoretical framework that teachers use

in the classroom are presentations, class discussions, role play, descriptions, brainstorming, and research time. It depends on how the teacher develops the class and includes cultural topics using these kinds of activities. Those can help students to be more culturally aware now and for their future as adults.

To conclude, PBA is effective to promote speaking skills in students by interacting with each other in group work including activities mentioned before to engage their attention, their desire of creating a great presentation, and share the knowledge acquired during the project in the class. It was motivator research that helps understand the importance of staying up-to-date on topics related to our country, I, as a future teacher, need to know all about it and later share this with my students. My beliefs related to this project have increased now with more information kept in mind to apply in my classes.

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Annexes

SANTA ELENA PENINSULA STATE UNIVERSITY
SCHOOL OF EDUCATION SCIENCES AND LANGUAGES
MAJOR: PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

DATE:

TITLE: Project-Based Approach through Cultural Activities to improve speaking skills in elementary school

OBJECTIVE: This interview will help to obtain essential information for the research project.

QUESTIONNAIRE

1. **How do you get the attention of the students? Which strategies do you use?**
2. **For students with a lack of confidence to speak, what activities do you think could help them?**
3. **Do you consider that a project-based approach would help improve students' speaking skills? Why?**
4. **According to Fengping Gao, foreign language teachers should be aware of the importance of cultural studies in the classroom and strive to increase students' cultural awareness to improve their communicative competence, based on that, how would you develop this cultural awareness in your students?**
5. **Based on the curriculum of Ministerio de Educación and your experience as a teacher, why it is important to include cultural topics in classes?**
6. **If you could use a project-based approach including cultural issues, what activities would you develop in your classes to improve speaking skills in students?**
7. **What are your recommendations for using the project-based approach in the classroom?**

TRANSCRIPTION TEACHER 1

How do you get the attention of the students? Which strategies do you use?

As a teacher, I apply some strategies to get the attention of my students, for example, at the beginning of the class I communicate my expectations, then be patient using some tools such as videos, games, and exercises in or out of the classroom.

For students with a lack of confidence to speak, what activities do you think could help them?

First of all, it is normal in the classrooms and I understand when my students are speaking in their native language and might not have the skill required to ask gracefully and correct a mistake. Over the years, I've seen my share of smart guys raising their hands and tough guys. I have also seen each of the aforementioned fears come true. On some occasion, sometime mispronunciation result in an anti-clarity or a presentation finish when these are blaster.

Do you consider that a project-based approach would help improve students' speaking skills? Why?

Yes, students need to improve their skills therefore their speaking. This approach could help them to improve and communicate in classes using projects guided by the teacher.

According to Fengping Gao, foreign language teachers should be aware of the importance of cultural studies in the classroom and strive to increase students' cultural awareness to improve their communicative competence, based on that, how would you develop this cultural awareness in your students?

I develop it by working and teaching using cultural topics depending on the book. From the variety of backgrounds and cultures presenting the classroom students gain, a more

comprehensive understanding of the subject matter. It also pitches students on how to use their strengths and point of view to contribute to a diverse working environment.

Based on the curriculum of Ministerio de Educación and your experience as a teacher, why it is important to include cultural topics in classes?

Students can develop and increase their communication competence using the vocabulary that we take in daily life working with the environment and our culture, so they can learn more about it.

If you could use a project-based approach including cultural issues, what activities would you develop in your classes to improve speaking skills in students?

I use drawings, students can draw and paint according to their imagination and then they expose it to the class by giving some words, sentences, adjectives, and descriptions using topics in our country. Another activity can be students working in teams in which they would divide into two parts, the right says the word and the left the definition. It can be managed as a project because they can meet in groups and choose the words of a list given by me, and the others can look for the definitions and translate them to know about it. PBA is part of my syllabus because I use it to give grades according to their speaking skills.

What are your recommendations for using the project-based approach in the classroom?

I use interdisciplinary projects and it is a good way to improve the skills of students, they can share their knowledge, behavior, and thinking about the class. It is not only in English class because all the subjects need to use this kind of approach. My recommendation is let to students feel free about giving opinions or using their own words to explain a topic and then they can feel

the confidence to speak. PBA must be used at least before the exams to develop and increase the vocabulary of students.

TRANSCRIPTION TEACHER 2

How do you get the attention of the students? Which strategies do you use?

One of the biggest challenges pictures faces is getting and maintaining the attention of their students whether you are just starting or have been teaching for decades, it is always important for us to have different strategies of course they must be based according on the classroom because as teachers we must be conscious that our classroom is different that is why sometimes the strategy that works in one class doesn't in another, probably for some professors, planning a class is not relevant but, in my opinion, a lesson plan is extremely important because we must prepare and select the best activities for our students to make it successful otherwise our class will get stuck and we will not achieve our goals.

In this case, talking about elementary school we must realize that students can get distracted easily so we have 10 or 15 minutes to teach a class, and then we need to redirect their attention to a different activity to reinforce. It is always important the use pictures because children are visuals. You can also use strategies to keep their attention for example you have some games such as "Hands on Top" and also there is another one called " clap and rhythm". They love this kind of activity.

For students with a lack of confidence to speak, what activities do you think could help them?

The project-based approach has different benefits for teachers and students for example kids have the opportunity to interact with their classmates and this allows them to practice English naturally because between partners they have enough confidence to practice and this

helps a lot for kids with a lack of confidence. Another important thing is that P. B. A. Include real-life tasks and problems and this becomes a challenge for kids, this also allows them to improve their level of English and as teachers, we have to opportunity to evaluate and observe their evolution.

Do you consider that a project-based approach would help improve students' speaking skills? Why?

Sometimes for teachers, shy kids or kids with a lack of confidence, are very challenging but it's just all about finding good strategies that will help these kids most of the time children don't feel confident enough to participate in class they get anxious, they can't adapt to the class, avoid visual contact and most kind of interactions. As teachers we must train to gain their friendship, we must observe the things in which the student is good and stands out, and in this way begin to involve him since he will feel safe to participate because he masters the subject. On the other hand, we must never criticize or make fun of their behavior or response, but on the contrary, be very attentive to reinforce and praise any small progress.

According to Fengping Gao, foreign language teachers should be aware of the importance of cultural studies in the classroom and strive to increase students' cultural awareness to improve their communicative competence, based on that, how would you develop this cultural awareness in your students?

PBA allows students to increase their level of proficiency because they are exposed to authentic linguistic material and real conversations, discussions, or dialogues. This also allows students to practice their speaking skills and at the same time, they can develop their critical thinking, self-confidence, and the acquisition of new knowledge.

Based on the curriculum of Ministerio de Educación and your experience as a teacher, why it is important to include cultural topics in classes?

I could use a list of topics based on the cultures we have, choose a discussion topic, listen to their opinions, discuss the possible solutions, and including cultural topics is extremely important because We must take into account that we live in a multicultural country, therefore we must respect that diversity and immerse students in that knowledge, in this way they will not only know the differences of each culture but they will also learn to respect them, and feel more comfortable, and safe with these differences later in life.

If you could use a project-based approach including cultural issues, what activities would you develop in your classes to improve speaking skills in students?

One of the advantages of P. B. A. is that it allows you to impose a problem in search of a solution, you could talk about certain cultural problems, analyze them in groups, look for opinions, and in this way, they can present their answers without using any type of technology, either through of a picture, a roleplay, through a round table, and in this way not only they become aware of the difficulties that each culture experiences, but they also become more empathic with them and in turn as teachers we reach the goal of practicing, in this case, what you are looking for is the development of speaking skill and also evaluate their knowledge.

What are your recommendations for using the project-based approach in the classroom?

To implement this approach, it is important to establish certain parameters, you must take into account that this approach is how you are going to develop certain skills that you want in your students, but it is not the end. You also have to establish a bond with your students first because they must have confidence in you so that they can feel safe to express their thoughts

When using this approach. Class planning is extremely necessary so that it can be a success and it does not fail in the attempt. You must plan the objectives, how you are going to finish your class, and what you need to obtain at the end of the class. Form the teams, in your teams you must include students who dominate the subject, who dominate the language, and students who are a little shyer. because in this way the students who dominate the subject will motivate the other students to develop and interact.

TRANSCRIPTION TEACHER 3

How do you get the attention of the students? Which strategies do you use?

I usually get attention from students with games because I have guys between eleven and 13.

For students with a lack of confidence to speak, what activities do you think could help them?

I prefer to play games about the questionnaire like a warm-up or an introduction. This can be music inside the classroom. Also, I create situations where they can express maybe verbs, maybe actions that happen at the moment, and they can make a phrase with the pictures.

Do you consider that a project-based approach would help improve students' speaking skills? Why?

Yes, I think it's beneficial for students from elementary school. But they need to focus on one skill which is writing. For me, it's better to focus on writing.

For you, the best way of using a project-based approach is to focus on writing skills?

Of the four skills but they need to improve more than the others.

According to Fengping Gao, foreign language teachers should be aware of the importance of cultural studies in the classroom and strive to increase students' cultural

awareness to improve their communicative competence, based on that, how would you develop this cultural awareness in your students?

So, in my case as a teacher, we have models that the government gave us so they focus on different skills, one of them being cultural awareness. This is an important topic inside the topics in foreign languages because they need to know the situations that are happening in our country, in our space. Therefore, they need to feel confident with the topics or with the general topics.

If you could use a project-based approach including cultural issues, what activities would you develop in your classes to improve speaking skills in students?

I use videos where they can show different situations inside the classroom or outside the environment, natural environment. They work on that as a project because they can collect pictures and use them to create a video.

What are your recommendations for using the project-based approach in the classroom?

My recommendation is you can analyze the way they are learning if you think that any method could help you, you can catch it. Because if it doesn't work, you can apply another one, but try it with different methods.

TRANSCRIPTION TEACHER 4

How do you get the attention of the students? Which strategies do you use?

One of the strategies I use is induction and deduction. That is the most important strategy that all teachers can use to get the students' attention. First, I show them videos, play the Hagman game, and sing some songs related to the topic.

For students with a lack of confidence to speak, what activities do you think could help them?

It could be competitive games. The teachers have to use motivational activities, for example, description of famous or favorite characters. Maybe using flashcards, storytelling, expositions with the topic that they prefer, and being a friendly teacher to gain their confidence in class. It is important because they need trust and respect at the same time.

Do you consider that a project-based approach would help improve students' speaking skills? Why?

Yes, it is important to improve speaking skills in our students because we can use some strategies as projects at the end of the school year or as an exam. For example, students can look for information, learn vocabulary, and expose it to the class. They can develop new things, use their imagination, be creative, and show it without difficulty.

According to Fengping Gao, foreign language teachers should be aware of the importance of cultural studies in the classroom and strive to increase students' cultural awareness to improve their communicative competence, based on that, how would you develop this cultural awareness in your students?

Cultural awareness is a relevant topic in each class. I try to develop it using the vocabulary of our country. For example, if the topic is about food, I teach them the vocabulary of food from the Coast Region. They can give sentences about their favorite dishes. In this way, they can follow our culture.

Based on the curriculum of Ministerio de Educación and your experience as a teacher, why it is important to include cultural topics in classes?

I consider that the students need to know their environment such as the typical food, tourist places, typical clothes, music and artist in our country. The curriculum shows how to teach this kind of vocabulary to students. They can express those topics in conversations with foreign people because our city is based on tourism.

If you could use a project-based approach including cultural issues, what activities would you develop in your classes to improve speaking skills in students?

I would use the target language because through it I can show to students the real vocabulary. For example, I would divide students into groups and then give them some cards related to our country such as food, clothes, places, people, animals, and vegetation. They can give or express some ideas according to the pictures or create a story with them as a project. Therefore, I would use PBA and cultural activities.

What are your recommendations for using the project-based approach in the classroom?

Teachers know how to use this approach in the classroom and my recommendation is to leave them to explore and create using their imagination without a lot of parameters, students are happy when they work in groups with their partners and all of them give excellent ideas to the projects.

Facultad de
Ciencias de la Educación e Idiomas
Pedagogía de los Idiomas Nacionales y Extranjeros

UPSE

La Libertad, August 8th, 2022

ANTI-PLAGIARISM REPORT

In my role as Adviser of the research paper entitled "PROJECT BASED APPROACH THROUGH CULTURAL ACTIVITIES TO IMPROVE SPEAKING SKILLS IN ELEMENTARY SCHOOL " prepared by CINDY MERCEDES SUAREZ MEDINA undergraduate student of PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having analyzed in the URKUND anti-plagiarism system, and after having fulfilled the required assessment requirements, this executed project finds 1% of the permitted assessment, therefore this report is issued.

Sincerely,

ING. TATIANA GARCÍA VILLAO MSc.

ADVISOR

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