Impact of PBL and teacher immediacy in Primary School EFL Students' Speaking Skills

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Abstract

It is evident that in recent years, both students and many professionals have emphasized the ability and importance of knowing a foreign language. In that way, this research has the purpose of demonstrating the impact of project-based learning and teacher immediacy on the development of oral skills in a foreign language. We worked with fifth grade's students (14 students) of a private school located in Bogotá, Colombia. We had the opportunity to see how students increase their motivation, cooperative work, and critical thinking, as well as develop values of responsibility and creativity through PBL when they worked on activities related to the real world (recycling helps the world).Therefore, during the implementation of this project, we applied three instruments for the data collection: field diaries, recording videos, and a student's questionnaire, which facilitate an analysis of the impact of teacher immediacy where verbal and non-verbal communication influences in student's motivation and learning process for the development of oral skills in the acquisition of English as a Foreign Language. Finally, we let students work on other abilities such as listening, writing, and reading while letting them be real speakers.

Key words: Teacher immediacy, Foreign Language (FL), Project-Based Learning (PBL), Oral skills, motivation.

Resumen

Es evidente que en los últimos años, tanto los estudiantes como muchos profesionales han hecho hincapié en la capacidad y la importancia de conocer una lengua extranjera. De esa manera, esta investigación tiene como propósito demostrar el impacto del aprendizaje basado en proyectos y la inmediatez del docente en el desarrollo de habilidades orales en una lengua extranjera. Trabajamos con estudiantes de quinto grado (14 estudiantes) de un colegio privado ubicado en Bogotá, Colombia. Tuvimos la oportunidad de ver cómo los estudiantes incrementan su motivación, el trabajo cooperativo y el pensamiento crítico, así como desarrollan valores de responsabilidad y creatividad a través del PBL cuando trabajan en actividades relacionadas con el mundo real (el reciclaje ayuda al mundo).Por lo tanto, durante la implementación de este proyecto, aplicamos tres instrumentos para la recolección de datos: diarios de campo, grabación de vídeos y un cuestionario para los estudiantes, los cuales facilitan un análisis del impacto de la inmediatez del profesor donde influye la comunicación verbal y no verbal en la motivación de los estudiantes y el proceso de aprendizaje para el desarrollo de las habilidades orales en la adquisición del Inglés como Lengua Extranjera. Por último, dejamos que los alumnos trabajen otras destrezas como la comprensión oral, la expresión escrita y la lectura mientras les permitimos ser hablantes reales.

En definitiva, hay razones por las que es importante demostrar por qué el PBL y la inmediatez del profesor juegan un papel importante en el desarrollo del inglés como lengua extranjera.

Palabras clave: Inmediatez del profesor, Lengua Extranjera (LE), Aprendizaje Basado en Proyectos (ABP), Habilidades orales, motivación.

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Chapter I

Introduction

It is evident that in recent years, both students and many professionals have emphasized the ability and importance of knowing a foreign language, which is why it has been taking on an important role in society. In addition, the demands and dynamics of educational models have been increasing and making teachers rethink and strengthen their skills to help students learn and develop a foreign language. For this reason, we assent to it is important that teachers start to implement approaches such as project-based learning (PBL), to focus in the **oral skills** of primary school students, taking into account it is the perfect time to develop in students their skills while learning a foreign language, but at the same time where students are learning better by means of speaking rather than readings or writing in their classes. According to Cregan (1998):

> Oral language is the child's first, most important, and most frequently used structured medium of communication. It is the primary means through which each individual child will be enabled to structure, to evaluate, to describe and to control his/her experience. In addition, and most significantly, oral language is the primary mediator of culture, the way in which children locate themselves in the world and define themselves with it and within it. (p. 7)

As well as being important in its own rights, focusing on PBL through speaking is important because of its associations with reading, writing, and listening to help students to become rich in their next levels.

As it is defined by Condliffe, B. (2017), project-based learning is more than a teaching method, a project is a vehicle for teaching the important knowledge and skills that students need to learn. PBL focuses on how students can respond to different types of problems by means of collaborative teamwork that will allow them to find a solution and requires student's creativity along with the teacher's supervision. It must be said, doing a project is not the same as implementing project-based learning. Likewise, according to Lenz, Wells, Kingston (2015) "Project-based learning (PBL) is a teaching approach, a mindset, and a framework for teaching skills and content. Both our working definition and our criteria are derived from our own work " (p. 68). In this sense, students are sought to demonstrate the importance of improving their levels of speaking skills through PBL in activities that require them to communicate in the classroom. Hence, it highlights the importance of English Foreign Language (EFL) teachers being clear about the real purpose of applying PBL in their elementary classes with the reason of giving students a context for a deep understanding and the development of the types of skills they need.

Finally, it should be highlighted that when EFL teachers perform a correct definition and implementation of PBL through speaking, their students will expect a deeper understanding of knowledge carrying out meaningful learning, being able to apply what they have learned. In fact, at the same time teachers develop in students some skills such as critical thinking, collaboration, communication, motivation to participate in classes and the production of appropriate language.

Statement of the problem

Speaking skills are a crucial aspect in the development and learning of a foreign language as English. Through speaking "students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance" (Kayi, 2006). However, the population we analyzed (Fifth grade students in a private school in Bogota,

Colombia) had shown a lack of it, by means of our experience as pre-service teachers, it was evident the difficulties regarding communicative competence in primary students; they were not able to share their ideas clearly; they were insecure and afraid of failure while they were involved in some oral exercises, and taking the advantage that one of us (Luis Ospina) is the teacher and group director of these students, who was able to detect this gap in the students when they tried to communicate verbally. In addition, it is important to analyze how students feel about their public speaking teacher's verbal and nonverbal immediacy in the classroom. According to Richmond & McCroskey (2002) state: "Teachers who are verbally and nonverbally immediate can develop a liking with their students and can encourage students to actively participate in classroom activities" (P. 368). Consequently, the PBL through speaking is expected to influence academic achievement, learning determination, and learning functionality in a positive way on students if teachers take this into account.

On the other hand, it is necessary to indicate that in Colombia, within the English curriculum in most of the public and private institutions, its hourly intensities are very low in basic primary education (one or two peer weeks). According to Cárdenas, M. (2006, September) argues that many students from Bogotá where 81.2% of them were classified in a level of A1 and A2, and just 2.6% showed an intermediate level in English, demonstrating a low communicative competence which are related to the low of relevance curriculum and methodologies implements by teachers as well the development and implementation of teacher self-development. In this sense, leads to the fact that the competences are not developed in the best way or that a common thread is lost between the work carried out in each class session. Therefore, it is important to focus on the development of this skill, as it will provide fluency, assertive communication, and

interactivity in the classroom, but to achieve this it is important to find the necessary tools and means.

In this sense, PBL would be a suitable option for didactic practice and oral skills learning, since Sanga et al. (2018) said "PBL is an instructional approach that has a potential to motivate students to develop flexible understandings and lifelong learning skills" (p. 394). PBL opens the school to the environment of daily life and incorporates diverse materials and sources of information. Students learn, do, and communicate process and product, and integrate their knowledge from a cultural but also a personal perspective.

Now, this type of learning allows the choice and involvement of students, facilitates their empowerment, and makes them protagonists of their own learning process without neglecting socialization, something that is not worked on in a more direct methodology and that results need to be promoted from school. In this sense, the use of PBL to enhance the speaking skills of primary school students will be fruitful because it will be possible to carry out a process where children are interested in learning, develop their autonomy, and focus on the development of tasks to meet class objectives.

Research question

Concerning the problem established in this study, the results reflected the lack of development of the speaking skills at the moment where primary students attempt to communicate in a Foreign Language. At this point, it is important to consider students in fifth grade of primary school are in a stage where their abilities to learn something new is going to be better than their adult age. According to Shiel et al. (2012)

Pre-school and early school years are crucial for the development of children's oral language. In considering this, it is recognized that becoming a native speaker is a rapid and highly efficient process, but becoming a proficient speaker takes a long time (p. 16).

In that way, it is important to take advantage of this early school year for students, making use of PBL to develop their speaking skills. In fact, the idea to use PBL focus on speaking skill is about the big impact that it might help students not just to develop learning and skills in a Foreign Language as English, but also it will increase their long-term retention, and improve their creativity, and motivation to boost communication in the English language, and autonomy.

Therefore, from the issue previously described, we state the following research question:

- What is the impact of **project-based learning** and **teacher immediacy** in the development of the **speaking skills** of primary school EFL students?

Objectives

Based on our main question, this is the research objective proposed for this project:

- To analyze the impact of project-based learning and teachers' immediacy in the speaking skills of primary school EFL students.

Specific objectives

As a result of the general question and to fulfill it, it was necessary to formulate the following specific objectives:

1. To characterize the oral competence of English with the students.
2. To analyze the impact of teachers' immediacy in students' development of the speaking skill.

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3. To design a didactic sequence that develops speaking skills in the specific context of primary EFL students.

4. To verify the development of project-based speaking skills learning in Primary EFL students.

5. To contribute to the development of EFL through PBL.

Rationale

Project-based learning (PBL) refers to an inquiry-based instructional method that engages learners in knowledge construction by having them accomplish meaningful projects and develop real-world products (Brundiers & Wiek, 2013; Krajcik & Shin, 2014)

The importance of the research lies in the interest of enhancing foreign language speaking skills in primary school students under a different modality of work, the PBL, in such a way that it allows students to strengthen their knowledge and apply it in various situations of their reality. In this sense, a first impact is of a methodological nature, in that it provides teachers with a teaching proposal that allows them to develop significant learning in their students.

On the other hand, from a theoretical point of view, it provides a brief overview of PBL and its influx to enhance the ability to speak English, becoming a precedent for future research that seeks to strengthen English-speaking skills. Likewise, from a social point of view, PBL will allow students to develop greater confidence while developing their speaking skills in EFL and applying their knowledge to exchange their opinions and ideas in different contexts, as well as develop some values such as responsibility, teamwork, and critical thinking. Besides, there is relevance to demonstrating the impact of teacher immediacy at the moment to facilitate the process of learning a foreign language. Dong, H. et al. (2022) mentioned how teacher immediacy

is a proven way to increase teaching effectiveness and promote students' motivation, interest, participation, and a positive attitude in the classroom. Since this factor exists there are many teachers and schools in Colombia that do not have a clear idea about what types of approaches they should apply in English classes to help students acquire a foreign language. Aldana (2018) mentions that "The Colombian educational context faces deficiencies related to the preparation and appropriation of materials and physical spaces that provide tools to develop profitable teaching processes. Therefore, students do not internalize learning, production, and execution of acquired knowledge" (p. 3).

In this way, there are some relevant points to demonstrate the importance of implementing PBL, and teacher Immediacy in the development of speaking skills in English as a Foreign Language of primary students of fifth grade, taking into account all the advantages and benefits which bring these approaches for their process of learning EFL.

Chapter II

Literature Review

This chapter presents the background of the literature review and relevant concepts that are infallible for the present study, considering the main purpose of our research work of determining the impact of PBL and teacher immediacy on the development of the speaking skills of primary school EFL students. Consequently, it is important to recall the three main constructs previously depicted in the theoretical framework that are necessary for the success of this research: PBL, teacher immediacy, and the development of speaking skills.

According to Mejia, S. (2020) PBL:

Project-based learning methodology emerged more than a century ago, and has evolved

as a method of instruction that addresses core content through rigorous, relevant, hands-

on learning. This is a methodology that gives the students more alternatives when it

comes to demonstrating what they know (p. 9).

This highlights the current significance of PBL as a methodology that enables students to

improve and contribute to their knowledge through various approaches. Therefore, Irure &

Belletich (2015) state that PBL is an effective method for primary school because it encourages

different styles of learning, cultures, etc. and lets students explore their areas of interest during

their own process of learning. In addition, other authors support PBL with more relevant

characteristics, such as advantages, development of the four skills, teacher benefits, student

needs and stimulation. Foremost, following Garay, K. (2016), define PBL in terms of teacher

benefits as:

PBL allows teachers to create a project that operate on several levels at the same time,

such as classroom activities, contents and standards, habits of mind and self-directed

learning. So that, due to its nature, this method emphasizes in real-world application of

knowledge but also in the joint of a variety of contents and the integration of skills, in this

case it would fit perfectly to foster reading and writing language skills (p. 24).

PBL provides different advantages and tools for teachers and students in the classroom,

such as project work, enhancing learners autonomy, increasing motivation and engagement,

developing learning and skills, catering for individual differences, authentic use of the L2

(acquisition of a second language which is not the native language), developing problem-solving

skills, enhancing cooperative learning, integrating content, and language learning, which are

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relevant for both teachers and students due to the great benefit that PBL has for foreign language learning (Mejia, S. 2020). From the other side, Aldana (2018) said how PBL encourages and enhances the acquisition of the fourth abilities of the students (speaking, reading, writing, and listening) by means of didactic activities during the development of one specific project, while they have the opportunity to be consciously in front of their own results of learning and since they can have fun during the process of learning. In addition, García Carvajal. (2019) mentioned: "the learning acquisition must accomplish their immediate needs, they must be able to contextualize their knowledge and use it into the real context" (p. 39). In this sense through PBL, students are afforded the chance to tackle real-world issues, exemplified by activities such as addressing environmental care. Finally with respect to stimulation, de la Puente et al. (2021) argue: "PBL method stimulates collaboration and inquiry in the classroom, bringing out new ideas during the projects that connect various academic concepts and areas of knowledge" (p. 737).

As well, this research seeks to analyze the impact of teacher immediacy on the development of primary school EFL. In this way, Dong, H. et al. (2022) defined teacher immediacy as "a proven means for enhancing teaching effectiveness". Moreover, other research brings other perceptions and characteristics of teacher immediacy that influence the process of learning, such as relevant perception, teachers as counselors and technology influence, that allow us to have a clearer concept of what teacher immediacy is, according to Chesebro & McCroskey (2009):

> The importance of immediacy notwithstanding, teachers must do something verbally to take advantage of the benefits of being immediate. Although immediacy can be effective in spite of what is said by teachers, it is likely to achieve greater effect when teachers also

are verbally effective in classrooms. Teacher clarity is a construct concerned with this

verbal effectiveness and itself has been linked to positive instructional outcomes. (p. 61)

This indicates the importance of, as a teacher, making our verbal immediacy fruitful in

the classroom and its influence on getting better results from students. Moreover, our teacher's

nonverbal immediacy in terms of the influence that takes our body language, gestures, postures,

and metalanguage, which can create a positive linking or proximity with students and promote

good results during the process of teaching and learning for both parties, teachers and students.

According to Hess, J., Smythe, J., & Communication 451, (2001) said "When teacher

communicate more relational closeness, students may develop a higher level of linking of the

instructor as way of creating cognitive balance" (p. 207). In this sense, it is important to highlight

that teacher immediacy can facilitate or hinder the student's learning process in the classroom.

Indeed, teacher immediacy can facilitate and promote students' performance and good attitude in

the classroom, as the way teachers communicate with students. Iaconelli, R., & Anderman, E. M.

(2021) found that when teachers make use of verbal or nonverbal communication in the

classroom, as the ways that teachers communicate with their students during instruction, these

are related with students' perceptions of classroom goals, taking into account how these are

directly tied to the transmission, engagement, and construction of knowledge on them.

Otherwise, teacher immediacy can be a relevant influence at the moment to promote

effective learning goals in the classroom. "Immediacy moderates the effects of format on

affective learning such that when teachers are perceived as highly immediate the differences in

affective learning due to format disappear" (Susan J. Messman and Jennifer Jones-Corley, 2001,

p. 197). Besides, there is a close relationship between teacher immediacy and technology

strategies at the moment to increase students' learning face-to-face or online. According to

Carpenter & Malone (2023) found "The use of technologies was primarily to make the classes interactive and to build relationships between the students, as well as increasing teacher immediacy." For instance, there is an impact related to teacher immediacy and its verbal and nonverbal communication to increase students' processing of learning.

This is the reason why it is important to demonstrate the advantage of focus in the development of speaking skills in primary schools' English foreign language. Because of this, speaking skills give us the opportunity to participate in differing contexts and increase knowledge at the same time as creating communication and exchanging ideas through the process of communication. "Speaking skill has an important role in the birth of the future, according to generations who are intelligent, creative, critical and cultured. Through speaking skill, students are able to express their thoughts and feelings intelligently according to the material and situation when they are talking" (Saldaria, E., Ariawan, V. A. N., & Cahyani, I. (2019, p. 22)).

Therefore, Rao, P. S. (2019) explained another relevant factor about the importance of classroom focus on the development of speaking skills and preparing students to be involved in real conversations, sharing thoughts and ideas with others.

"Speaking skills are the most essential skills for all the learners who wish to learn English to enhance their career, improve business, build confidence levels, get better job opportunities, make public speeches, attend interviews, participate in debates and group discussions, give presentations and so on" (P. 9).

In this sense, speaking skills give students the opportunity to exchange and provide their own knowledge by means of establishing verbal communications with others. Also, speaking skills contribute to enhancing other abilities at the same time. Boonkit, K. (2010) said: "When

teachers focus on developing speaking skills, this contributes to effective communications, and allows students to increase their vocabulary, provide grammar structure when they interact with others, making them feel comfortable, and being active from varied speaking topics" (p.1308).

In this sense, this project seeks to contribute to fifth grade students (Elementary school) by focusing on the impact of PBL and teacher immediacy on the development of speaking skills in a primary private school located in Bogotá, Colombia. For this purpose, some significant national and international studies have been considered.

National studies

One of the studies that brace our research is a Colombian research by Ady Vaca and Luis Gomez called "Increasing EFL Learners' Oral Production at a Public School Through PBL" (2017) from Universidad Pedagógica Nacional de Colombia and Colegio Virginia Gutiérrez de Pineda that developed and applied three projects where thirty EFL ninth graders were involved in the study, 19 girls and 11 boys, whose ages ranged from 13 to 15 years old and who used to have a low level of English at the moment to try communication or participation in oral activities

. In front of these problems, the researchers decided to apply project-based learning as an important approach to help EFL students construct significant knowledge and enhance their competence and performance in class, including their speaking skills. These three projects were related to the personal lives and environments of the students, with the idea of giving them the opportunity to speak and explore meaningful experiences from their real life. So, the first project was called "Discovering who my classmates are; Sharing common ideals and respecting differences". This developed by means of an interview, where the purpose was to motivate students to interact with each other who never talk in class and help them to recognize the human side related to the fact that it is normal to make mistakes during the process of learning in EFL.

The second project was "Is everything fine at school? Making proposals to improve our school problems" by means of a survey to give the students the opportunity to do fieldwork on one problem that they had at school (e.g., young pregnancy, drugs consumption and sale, failed subjects, violence, robberies, bullying). Finally, the third project, "Getting involved in my neighborhood," was developed through an interview (Oral report) to give students the responsibility and effort to construct questions and transcribe the information obtained. This project demonstrated the effectiveness of project-based learning to increase EFL Learners' Oral Production by means of instruments such as an interview, a survey, and an oral report that students created with the help of the teachers for their three projects, formulating the questions required for them, and transcribed the answers received by their participants. Also, the students demonstrated a high level of agreement at the moment to work in groups due to the division of roles to develop the assessment. In addition, they showed great responsibility in their own process of learning. In fact, PBL helped the researchers obtain relevant information from participants and incited learners to increase their learning competence and overcome their fear of speaking in L2. In this way, the researchers affirmed that; "PBL should be implemented in different EFL settings, more specifically, in public schools in Colombia where students have limited hours to practice English and where speaking is the least practiced skill." (Vaca & Gomez, 2017, p. 69). In this way, with PBL teachers can involve students in speaking activities, giving them self-responsibility for thinking and learning.

An additional study that strengthens our project is the article by Ruby Jackeline Pinzón Castañeda "English teaching through project-based learning methods in rural areas" (2014) from Institución Educativa Jordán, a rural public school in Boyacá. There were 17 students, six females and eleven males; they ranged in age from thirteen to fifteen years old. This was

qualitative research focused on interpreting findings and describing information about how the PBL method enhances some virtues and English skills. Also, it is a descriptive case study because it attempts to identify the language skills and virtues revealed by eighth graders when the teacher applies the PBL method. The goal of this research is to improve the student's language skills through a PBL strategy that increases both their motivation and their English skills. Making use of PBL, the author implemented a project called The Wonderful World of the Fruits. This project was developed over a period of six weeks. During this time, the students were guided by the teacher through the three main stages of the PBL method. The first step was called Getting Started." It was a space for discussion about problems that affected the school related to food, group work to solve the issue, and finding a way to guide and prepare a salad. The second step is called field work. It was a production space because students had to create presentations about fruits and their importance and elaborate flashcards to practice and acquire vocabulary. Finally, the third step was called culminating and debriefing events, where students should present the final product, which was sharing relevant information about fruits through photos, videos, or presentations. The data collection instruments were a semi-structured interview that was applied to the students at the end of the three stages, a group interview that was applied when the project finished with the purpose of collecting general opinions of the whole process, and some artifacts produced by students. Those were analyzed, and the author used triangulation to validate the findings and the grounded approach. After that, two categories emerged: the first one was called "Turning my memories into words," and here most of the students coincided in stating how the activities done during the whole process made it easier to speak in the different stages of the project. The second one was called "Let's work together", This category evidenced how the PBL Method enhances some virtues in the students. These

virtues are inner and social ones. Finally, thanks to the analysis of the results, the author concluded that PBL contributes to enhancing not only the motivation of the students to learn English but also individual and social values to improve coexistence.

On the other hand, related to the national studies about teacher immediacy, there is just one national study associated with called "Revisión sistemática sobre la influencia de la comunicación no verbal en los procesos de enseñanza de aprendizaje" (2021) from Universidad de Antioquia by Milton Antonio Valencia, where he did a systematic review type of research to analyze twenty-nine articles related to nonverbal communication and pedagogy and what the influences of it during the process of learning. For this systematic review, he began to search bibliographic sources through databases from the University of Antioquia in a free and safe way, such as Apa Psycs, Ebsco, Science Direct, Scopus, etc. These investigations facilitated a key finding for his research, "Immediacy" or "nonverbal Immediacy", which helped him to analyze its impact by means of a descriptive table in relationship with the resources found, allowing him to demonstrate the importance of teacher immediacy in relationship with students at the moment to increase motivation and effective learning, in which a poor immediacy on the part of teachers can have a very negative influence on students and their learning process.

In this sense, taking into account that there was just one national research study about teacher immediacy, there is a need to continue contributing in a good way about the importance of teacher immediacy for the development of English as a foreign language in primary school in Colombia as well as Latin America.

International studies

  In addition to the above studies conducted at the national level, there is international research that supports the present study, as indicated below: Diki Riswandi's research, "The Implementation of Project-Based Learning to Improve Students' Speaking Skill" (2018) from Universitas Sebelas Maret, Surakarta, Indonesia. This study tends to show how PBL connects seventh-grade students' experiences to school life and let them acquire new knowledge by describing the extent to which the use of project-based learning can improve students' communicative skills, and the teaching and learning process when PBL is carried out in class, The students are from one of Junior High school in Surakarta, they display low learning motivation, confidence and interest in learning English, consequently teachers have to create a good learning environment that can encourage and motivate them to study, so teachers decide to implement PBL using four stages (speculation, designing, conducting, and evaluation), because it enhances learners to communicate and use the language in their contexts. The method of study was a qualitative approach based on action research. Besides for the data collection he used many instruments such as: observation checklist, field notes, performance tests (speaking assessment), questionnaire, and interview. The findings exhibit that 95%–100% of the students contribute and give the idea to their group project; also, there was a significant improvement regarding students' motivation and interest; moreover, there was a significant improvement in student performance because they stated that they liked the class and that they learn English when they are in groups. To conclude, the use of PBL in classes makes the students motivated and enjoy the class. In addition, working in a group also allows students to learn and to give and share information orally with the group's members.

Another international research that supports our project is "The Construct of Willingness to Communicate and Its Relationship with EFL Learners' Perceived Verbal and Nonverbal Teacher Immediacy" by Gol, M., Zand-Moghadam, A., & Karrab, M. (2014) from Islamic Azad University, Bandar Abbas Branch, Iran. This study was carried out at the Pars and Sadra Language Institutes in Darab, Fars. This research shows us the relationship between teacher's immediacy behaviors and learners' WTC (willingness to communicate) in an ESL setting. The method of study was a quantitative approach based on experiences. The instrument to collect data was through questionnaires and each one had a different purpose; this are the verbal immediacy behavior (VIM) to probe the EFL learners' perception of their teachers and nonverbal immediacy (NIM) to determine L2 learners' perceptions of their instructors' nonverbal immediacy. On the other hand, this study has pre-pilot and pilot phases. Also, this study helped the participants due to only those students who had been taught by the same instructor for at least two consecutive terms were selected to avoid wrong judgment. The findings show positive results in each questionnaire which revealed significant correlations between WTC and teacher verbal and nonverbal immediacy considering seven factors to analyze such as students perceived communicative competence, external pressure, classroom climate, teachers' immediacy, students perceived self-efficacy, group size, and topic of discussion. To sum up, this study was effective because thanks to the different studied factors, they demonstrated that both verbal and nonverbal behaviors of the

instructor is related to certain aspects of students' WTC in the classroom such as smiling, vocal expressiveness, and relaxed body position, allows instructors to give specific detailed thought to their instruction and those aspects are considered for taught new teachers to "improve student-teacher relationship, student motivation and cognitive learning" (Gorham, 1988).

Another research study that supports our project is "Using Gold Standard Project-Based Learning for Intermediate Year Three Pupils to Enhance English-speaking Skill: A Conceptual Paper" (2020) from Universiti Kebangsaan Malaysia, Bangi, Malaysia, by Hanis Arini Mohamad Sayuti, Teh Guat Ann, Wan Mohd Suhairi Abdullah Saimi, Mohd Asrafeel Bakar@Abu Bakar, Siti Nurzahidah Ahmad Dawawi, Maslawati Mohamad. This project was based on the implementation of the Gold Standard Project Based Learning (GSPBL) method in an urban public school in Kuala Lumpur; its main objective was to find out the students' performance before and after applying this method; most of the studies affirmed that using the PBL approach in learning helps the pupils develop their language skills (Azura et al., 2012; Newprasit & Seepho 2015; Shanthi et al., 2015; Zhang, 2015), as cited in Bakar et al. (2019). Conducting a qualitative study, which had a duration of eight weeks. This case study involved an English subject teacher and 37 students selected through purposive sampling as intermediate students. The data collection was done by means of three instruments: first, interviews; second, observation; and finally, analysis documents to then perform a triangulation of the data, which highlighted that in the implementation of PBL, it is necessary to consider collaboration with peers, reflection, and projection to reach the task. On the other hand, throughout the development of this research, the researchers were discovering different key points, such as the interaction in the skills where students had to communicate and present their ideas before others, allowing them to explore their speaking skills and feel more confident in speaking; these are the points the researchers took as a reaffirmation that the use of PBL to improve speaking skills works very well. Consequently, the results yielded from this research show that students who are exposed to PBL improve exponentially and significantly; they demonstrate better oral skill development, presenting ideas through assertive responses in group projects such as debates, role-plays, video

responses and paired debates. Thus, resulting in a useful study for both students and educators. "These findings could give some insights to the educators to understand the elements in Gold Standard PB" (H. Mohamad, T. Ann, W. Saimi, M. Bakar, S. Dawawi, and M. Mohamad). In conclusion, PBL brings a lot of benefits for teachers to help and understand how it increases the students' development of speaking skills.

Chapter III

Research Design

Firstly, we chose a qualitative approach to analyze and study the data collection of this research, in which we want to analyze the impact of PBL and teacher immediacy on the development of the speaking skills of primary school EFL students. According to Davis, L., Prosnitz, D., & Ye, Y. (2022), "Qualitative data focus on aspects that cannot be measured numerically and can provide insights into complex phenomena or reasons behind specific successes or challenges" (p. 34.). A qualitative approach is expressed in natural language, which employs small samples, with the purpose not just to focus on the description of the analysis but to facilitate, by means of the performance, how individuals, events, or context lending themselves to an idiographic style of analysis, which allow to communication with the purpose of the studied (Gerring, J. (2017), p. 18). Additionally, Garcia Carvajal. (2019) states: "Qualitative research …to explore and interact with the population under study. For this, observing the participants' behaviors and relationships in quotidian contexts is allowed plus generating changes in them" (p. 48). For these two reasons, a qualitative approach will help us to analyze the impact of our three constructs; PBL, teacher immediacy and development of speaking skills by means of an observation process.

Overall, we considered a qualitative approach suitable to focus on understanding the impact of our research through aspects that cannot be measured with numbers, in which we can just analyze and interpret the performance of students during the development of the classes.

At the same time, as researchers, there is a need to conduct a didactic sequence model in this type of study that would allow us to follow the different series of activities. In that way, we decided to apply an Action Research (AR) approach in which, according to Burns (2009):

Action Research (AR) is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of 'reflective practice' and 'the teacher as researcher'. AR involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts (p. 2).

In other words, AR is a meaningful approach that helps us to intervene in a deliberate way, such as any problematic situation, and try to find realistic solutions through the means of learning by doing. Furthermore, Hampshire, A. J. (2000) mentioned that "using action research can be successful in promoting change" (P. 341). In fact, AR brings us changes and even improvements in practice. First, a plan of action, following the purpose of this research, "Impact of PBL and Teacher Immediacy in the Development of Oral Skills in Primary School," where AR allows us to take an active teacher role in the classroom while we are covering our research. Second, a plan of action by means of some instruments for data collection, such as diary formats, recording formats, and a student questionnaire, and through these to make decisions in terms of getting good results in relation to our research. Undoubtedly, Mettetal, G. (2002) argue that:

Classroom action research is a very effective way of improving your teaching. Assessing student understanding at mid-term helps you plan the most effective

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strategies for the rest of the semester. Comparing the student learning outcomes of

different teaching strategies helps you discover which teaching techniques work

best in a particular situation (par. 6).

Finally, there is a process to analyze the planning, action, and results, apply it during the sixth

session proposed to develop the question research, and in this way, end with a conclusion about

the impact of PBL and teacher immediacy in the development of primary school.

Population-Ethical considerations:

This implementation of this project was developed in a private school, located in Bogota,

Colombia. The instrument was a didactic sequence. The participants were fifth grade students,

having the opportunity to work with them in face-to-face classes, and specifically six sessions

were developed there.

Role of pre-service teachers:

Our role there as pre-service teachers through PBL and teacher immediacy for the

development of speaking skills, we are supposed to be observers of students' performance.

Moreover, we were guides and facilitators that focused on lesson planning and learning strategies

development to ensure that students learn and find proper oral communication strategies in their

EFL environment as comprehension (listening), as production (speaking) at all proficiency levels

to increase motivation, and an active role of the students, etc.

Role of students:

The student is the main actor during the development of the assignments proposed in

PBL. Also, they may work in their project to carry out all and build up the levels proposed for

this project. Giving them the opportunity to enhance their learning process.

Instruments for data collection:

The main instruments that we selected and used for the data collection were field diaries, recording formats, and student questionnaires. These were done to get important information through the different lessons and activities designed considering the goal of this research. First, field diaries were applied with the purpose of allowing us to write how the classes were developing and what the relevant point of every session was. Second, recording videos afforded us the opportunity to re-watch some relevant parts of the classes and, from there, be able to re-analyze crucial points of these in relation to our research objective. Finally, a student's questionnaire with the purpose of identifying how students felt during their process of learning, taking into account what paper played in PBL, and teacher immediacy for their development of their oral skill in English as a foreign language.

Instructional Design:

When we planned the instructional design for this research project, our main objective was to analyze the impact of PBL and teachers' immediacy on the speaking skills of fifth grade EFL students. In the intervention phase, we designed six sessions of an hour and a half each (fourth sessions to develop and implement the project by the students with the help of the teachers; one session to adjust the final project; and one to present the project), where the idea was to see the students' process, needs and progress related to the development of speaking skills through PBL and teacher immediacy. In fact, one of the principal instructional designs was called "We Mean Green; Green Community,", designed with the purpose of allowing students to work on a real contextual issue, about the things that they can do at home to take care of the environment, and at the same time to work in the construction of a puppet by means of recycled materials, taking into account PBL and how they could start in the construction of it since the first session. In addition, "We Mean Green, Green Community" afforded us the opportunity to

see what an important role that teacher immediacy played in increasing students' motivation and how it facilitated the process of developing oral skills in English as a foreign language.

These are the implementation objectives that are closely related to the project:

General objective:

To analyze the impact of PBL and teachers' immediacy on the speaking skills of fifth grade EFL students, we applied didactic sequences in which, through different activities, we focused on oral speaking skills that allow at the same time to enhance other abilities such as listening, writing, and reading skills. We thought about the materials that were implemented during every session, observing students' performances.

Specific objectives:

- To promote the ability to solve problems by themselves.

- To learn gradually following a process and making collaborative work

- To engage students, giving them the opportunity to develop topics that they like.

- To encourage students' values of autonomy and responsibility

- To motivate students to communicate in English by highlighting the importance of communicating in English as a Foreign language.

The importance of using PBL for our implementation phase

Activities such as videos, drawings, songs, sketch notes, real materials for providing knowledge, and reading let students develop their speaking skills and collaborative work. In that way, the process will have three stages: beginning, development and closing. Like this, students will have the opportunity to develop their autonomy by doing didactic activities while having fun and learning. At the beginning, we focus on exploring previous knowledge and the students'

tastes and interests, and we also motivate them by letting them choose the topic they would like to work on.

During the development stage, we created different learning and collaborative environments to promote and integrate their knowledge and skills through teachers' accompaniment. And finally, in the closing step, we assessed students' performance to check their progress and how their knowledge was influenced by PBL and teacher immediacy during the development of their oral skills.

How to do it

Based on the information provided previously, we decided to implement action research, which allowed us to gather the necessary data and results that we were looking for.

This method permitted the development of our didactic sequence since it contained different phases:

• Planning: The plan must cover critically examined actions by each of the participants and include methods of evaluating the changes implemented to solve the problem situation or concern.

• Acting: Action is seen when the plan is put into practice and expectations regarding the improvement of the situation occur.

• Observing: This is the phase of action research where we observe the outlined changes in the plan to assess their impact on the situation's context.

• Reflecting: Within the reflection phase, the research participants examine and construct, then evaluate and reconstruct their concerns.

In this way, the activities were taking place during the acting phase to enhance the student's active role and participation. Hampshire (2000) argued that "one of the primaries aims of action

research is to implement change and, according to learning theory and analysis of organizational change, it should be successful" (p. 341). Therefore, they were able to acquire skills and knowledge while working in groups.

Implementation phase

The implementation phase took place with fifth grade students. It began on March 23, 2023, and there were six sessions on Tuesdays and Fridays. Each session lasted 80 minutes.

The following is the didactic sequence that we, as researchers and pre-service teachers, designed to carry out the implementation phase; for these, we included and worked on different skills. However, our focus was mainly on oral speaking skills (see figure 1).

Timetable 1

We mean green; Green community

Lesson and objective	Sequence	Procedure	Material	Interaction pattern
Lesson 1: Introduction to language; Eco-friendly community (Green Community) **Objective:** To make sure that students learn about modal verbs to talk about the importance of	Warm up or routine	As an introduction, we are going to bring them a carnet in which they must write their names and age for a better identification of each one. On the other hand, all the students are going to participate in a board game about which of them can write more verbs on the board.	-Piece of paper (Carnet) -markers -Board	Interactive work
	Presentation	There is a presentation on Canva about modal		Cooperative work

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Timetable 1				
We mean green; Green community				
Lesson and object ive	**Sequence**	**Procedure**	**Material**	**Interactio n pattern**
caring for the environment, having clear what is the importance to classify the food, plastic, and things in the correct bin.		verbs, this is related to an eco-friendly community.		
	Practice	There students will watch some pictures related to the importance of putting the trash in the correct rubbish bin and they will plan and say sentences related to it.	-Computer and internet connection	Cooperativ e work
	Production	First, teachers will create four groups of three and one of two. These groups are going to work together during the course (permanently); following, the groups are going to exchange ideas about how they will start to create a puppet by means of recycling things.	-Piece of paper to take notes about their decisions to create their puppet by means of recycling things.	Cooperativ e and interactive work.

There is not a specific format related to the didactic unit, considering that session number 5 was a space where students with their groups took this time to make the last adjustments to their project and instruments to present it in the next session. In this way, session number 6 was the place where students presented their final project that they had created in every session of the class (see Appendix F).

Chapter IV

Data Analysis

The main objective of this research study is to analyze the impact of PBL and teacher immediacy on the development of oral skills in primary school students. As researchers, we were motivated by the implementation of this project to demonstrate what could be some of the factors that affected students' communication in terms of facilitating oral skills, considering that there are some lacks related to vocabulary and grammar mistakes that affect what the students want to express at the moment to interact and exchange ideas in English as a foreign language (EFL). Moreover, after collecting the information through the instruments mentioned in the previous chapter the researchers proceeded to analyze and establish the 5 categories that were directly related to the effects of PBL, and teacher immediacy in the development of oral skills in primary school students.

Therefore, information was triangulated and evaluated after being gathered using some of the project's instruments (questionnaires, recording formats, diary fields) to draw broad conclusions about the information gathered. The researchers also developed categories and analytical sub-categories from the data they obtained to ascertain the effects of each one. After then, the categories were organized theoretically, considering the significance of this data for our project.

The following are the 5 categories obtained through triangulation:

Category 1: Teacher immediacy as an aid

According to one of the main purposes that our research considers, which is teacher immediacy, we were able to analyze and identify important information that the students provided before, during and after the activities and lessons that we carried out. It is important to

explore what is the impact teacher immediacy has on the process of learning a foreign language for primary fifth grade learners, in this case, English as a Foreign Language. The class work was developed through activities where it was necessary to be accompanied by teachers in terms of helping, enhancing, and increasing students' learning motivation. With the purpose of analyzing data, we implemented recording formats as an instrument that allowed us not just to collect information but also let us see and enhance students' needs, wants, lacks, etc.

Excerpt # 1 RF1

Los estudiantes se mostraron con un rol muy activo esta primer sesión en la que se abarca tema de should relacionado al medio ambiente, en lo cual surgen varias preguntas de contexto teórico frente a si hay cambios al momento de formar oraciones en afirmativo con pronombres en tercer persona del singular (He, She, and It), <u>pudiendo ser evidente la inmediatez docente que logra poder ayudar a los estudiantes a resolver todas estas dudas y emociones que sintieron frente a este nuevo tema,</u> pudiendo lograr entender el propósito de cómo usamos el modal verb, Should and Can, para hablar de consejos, obligaciones, etc. Como el orden correcto de este para formular preguntas, u oraciones afirmativas y negativas.

In this first excerpt we can notice the impact of instructor immediate involvement in students' learning processes can also include one subcategory. This subcategory is related to students' motivation, which is evidenced by the influence that it has on students to increase their interest in learning and keep them. In excerpt 2, we evidenced the importance of our teacher role

to make students feel motivated at the moment to learn a foreign language. These is an interview that let us identify student motivation during the implementation in our lessons

Excerpt 2 Q#1

Teacher: ¿Cómo te sentiste durante el desarrollo de las distintas clases que impartimos?

(How do you feel during the development of the different classes that we taught?)

Student 1 "Me gusta como enseña el profe David, y el inglés me interesa más ahora" *(I like the way how teacher David teach, and now I am more interested in English)*

This is a very important observation when it comes to talking about teacher immediacy because it shows that teachers can facilitate students' learning processes and increase their motivation, when teacher immediacy create a linking with their students which make them to feel not just comfortable during the process of learning but it helps them to be available in the classroom, by means of participation, good attitude, and avoiding feelings a scare at the moment to create mistakes in their own process of learning when they do not feel comfortable in the classroom by means of the influence of our immediacy to take down this type of students' feelings . In this way, teacher immediacy has the effect of increasing or decreasing students' motivation during the process of learning, taking into account that it influences the verbal or non-verbal communication of the teachers in the sessions. In fact, some of the aspects that let us see and analyze the impact of teacher immediacy were about how students showed activeness when they want to formulate questions in English, exchange communication with their groups and teacher, and solve their doubts related to the puppet that they were designing during every session by means of recycling things as a final project. Also, this was achieved by keeping in mind how our body language, gestures, and our immediacy had an influence on students when we helped them with their doubts, questions, and suggestions that were arising in them during

their learning process. Because of this, the immediacy has an effect on the emotions of the students, allowing us to observe how the non-verbal and verbal language contributes to motivating them to participate in the different reading, speaking, and writing exercises used during the sessions, allowing the students to feel motivated and happy to learn a foreign language. Likewise, it is not only important to recognize that PBL and teaching through technologies influenced our teaching immediacy to flow more effectively with the students, which helped to engage and increase their motivation for the process of developing EFL, but also there were some students who, in the questionnaires, expressed how sometimes they felt bored or disliked when teachers did not pay the attention they wanted to. We can see it in excerpt 3.

Excerpt 3 Q#8

Teacher: ¿Cómo te sentiste durante el desarrollo de las distintas clases que impartimos?

(How do you feel during the development of the different classes that we taught?)

Student 8: "Me encanto aprender todo esto, pero a veces me sentía un poco aburrida"

(I loved to learn all of this, but sometimes I felt a few bored)

Category 2: Students perception and performance on PBL

In terms of the second category, the focus of our research project is to demonstrate the impact of PBL on the development of students' oral skills in fifth grade. We could see and demonstrate how students were motivated from the beginning of the project until the end of it. In this way, there are two categories in which we demonstrated the process and the impact of PBL.

Subcategory 1 Students active role

Most of the students took since the beginning, where they were motivated to develop and participate during the process of the development of their project (Puppet) of We Mean Green, Green Community, where they were all the time making questions, taking notes, etc.

Excerpt 4 Q#3

Teacher: ¿Qué te gustó o no de las clases? *(What did you like or dislike about the classes?)*

Student 3 "Me gusto las actividades y la marioneta que hicimos y pudimos compartir entre todos y me sentí muy feliz de compartir" *(I liked the activities and the puppet that we did and could share among us, and I felt very happy to share)*

Subcategory 2 Teamwork

We noticed how students were motivated to work in groups, doing a collaborative work team, and a collective working at the moment to exchange ideas, discussing, and developing their project. tasks. This can be seen in the answers given by the students through our questionnaire:

Excerpt 5 Q#10

Teacher: ¿Qué te gustó o no de las clases? *(What did you like or dislike about the classes?)*

Student 10: "Me gusto que compartí con mis amigos y pelee por la marioneta" *(I liked to share with my friends, and I fought a lot for the puppet)*

In the next excerpt we could observe how students had an active role at the moment to work in teams on their projects.

Excerpt # 6 RF5

Durante esta penúltima sesión los <u>estudiantes demuestran rol activo al querer aprovechar este espacio para trabajar en sus equipos</u> en cómo querían representar su marioneta, cuales parte expondrá cada uno, teniendo en cuenta el rol de esta frente al cuidado del medio

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ambiente. Demostrando un buen trabajo en equipo e involucración en sus proyectos.

As a result of these, we could notice the impact of PBL during the process of learning and developing the English foreign language. Therefore, it helped students increase their motivation to show interest in working on their project. We mean Green; Green community, which helps students work in a real-world context and rethink what they should do in terms of recycling things in their schools or homes to take care of the environment. In addition, PBL let us analyze how students developed some values of responsibility and curiosity when they wanted to learn more vocabulary related to, We Mean Green, Green Community such as; In the green bin, you should put the organic food, or in the white bin, you should put recyclable things such as plastic, paper, etc. Above all, during the sessions, there was evidence of how students expanded their creativity at the moment of the creation of the puppet by means of recycling things, as well as the role that they wanted for this puppet in terms of the importance of the project, showing us a good development of the work team, and how they were engaged in a fun way, also feeling happy during the creation of it.

Category 3: Students speaking development.

The next category, it is related to the importance of students' speaking development in which we notice during the development of the different classes how students enhance their speaking skills at the moment to ask questions, share ideas and improve their performance with the whole class. Here we evidence two subcategories which are part of the speaking skills:

Subcategory 1 Difficult pronunciation

Some students at the beginning of the project showed some difficulties and confusion in pronouncing some specific English words such as should, can, reuse, reduce, environment. This was evidenced in the student's questionnaire.

Excerpt 7 Q#9

Teacher: ¿Qué te gustó o no de las clases? *(What did you like or dislike about the classes?)*

Student 9: "Me gusto que aprendí algo nuevo e interesante y no me gusto que algunas palabras eran muy difíciles de pronunciar" *(I liked that I have learned something new and interesting, and I don't like that some words were difficult to pronounce)*

At the moment of analyzing this information collected through questionnaires, we identified that 1 of the 10 students interviewed had difficulties with the pronunciation of the words mentioned before and the relationship that these words have with the lack of practice pronunciation. Therefore, it was a relevant aspect that we saw in the following excerpt of field diaries #1 during the development of the classes, where allow us to see from the beginning these difficulties of pronunciation on some students with words like environment, should, reduce and reuse, and how these difficulties were related to the fact of a lack of practice and development of their speaking skills, as well as how they spent their vocabulary at the instance to formulate questions, share ideas, and participate in class.

Excerpt # 8 FD1

> However, during this part some students had difficulty at the moment trying to pronounce the modal verb, should and the word "environment".

Subcategory 2 Speaking improvement

We identify the progress that students showed in class, since a visible factor at the beginning was the lack of vocabulary and correct pronunciation of some specific English words. Which they were currently using to ask questions and exchange ideas. However, we noticed that they were expanding their vocabulary with the tools we used in the teaching sequences, which put them off as it was not easy for them to be exposed to new words, but eventually they managed to adapt. This can be seen in the answers given by the students through questionnaire number three:

Excerpt 9 Q#3

Teacher: ¿Qué aprendiste en inglés? ex: pueden ser palabras nuevas *(what did you learn in English? ex: could be new words)*

Student 3: "Qué aprendí mucho más inglés que antes, ejemplo: reuse, reduce, recycle" *(That I learned more English than before, example: reuse, reduce, recycle)*

Despite the difficulties that may arise in the acquisition of new vocabulary, we noticed through the 10 questionnaires that students showed a great answer in front of the retention of specific keywords that we used in every class and they could understand the meaning of those words such as 3Rs (Reuse, Reduce and Recycle). In fact, students showed how this new acquisition of vocabulary through the classes involved was fruitful for them, in terms that they

manifested a new habit in their lives as how they started to apply the importance of recycling at home, and school.

Category 4: Students language development

Additionally, it is crucial to highlight the significance of students' language development in this context. This enables students to engage in a multifaceted learning experience, encompassing skills like writing, reading, and listening. We can also distinguish two subcategories: and

Subcategory 1 Grammar

We see the important role that grammar plays at any point in the learning process, helping students to clarify their doubts, ask questions and exchange and order ideas. In this way, grammar is an important part of the foreign language learning process for students, as it facilitates their communication. These resources were integrated into the classes, and over time, students demonstrated progress in addressing their identified needs, wants, and challenges. The incorporation of these materials, especially those related to grammar, played a pivotal role in enhancing students' knowledge and speaking skills, which were evident at the end of the project, showing more fluently and confidently when they were presenting their puppet speaking in English.

Subcategory 2 Writing and reading development

In other matters, this process encompasses the cultivation of writing and reading skills, with students jotting down ideas, expressing prior knowledge, organizing their thoughts, etc., and how it facilitates at the same time our purpose of developing speaking skills by giving materials such as readings related to the principal topic, We mean Green; Green Community, in which students could enhance this others abilities at the moment to complete the exercise involved in

the class, where was evidence how students could complete the points, doing a well reading comprehension, and writing narrative of ideas related to topic. This was evidenced in the recording formats number four:

Excerpt # 10 RF4

Excerpt # 10 RF4
10. Estudiantes logran entender el mensaje de dicha canción, como su vez el poder continuar tomando vocabulario relacionado al cuidado del medio ambiente, practicando en ejercicios de habla, escritura y listening al momento de tomar apuntes y trabajar en equipos para la elaboración de su proyecto, el cual vienen trabajando al final de cada sesión.
11. Estudiantes muestran una gran mejora en el desarrollo de competencia gramatical al momento de escribir e intercambiar ideas sobre mensaje del video y canción sobre hábitos de cuidado hacia el planeta.

10. (Students are able to understand the message of the song, as well as to continue learning vocabulary related to environmental care, practicing speaking, writing and listening exercises while taking notes and working in teams for the elaboration of their project.)

11. (Students show a great improvement in the development of grammatical competence when writing and exchanging ideas about the message of the video and song about caring habits towards the planet.)

This is the reason why the development of grammar, writing and reading affects students: they facilitate communication, creativity, thinking and ideas at the moment of speaking, helping students establish better communication in a foreign language and giving them the opportunity to work with different types of materials that allow them to enhance other abilities. In this way, speaking skills introduced students to different settings where they could be available to provide and enhance their own knowledge during this process of learning.

Category 5: Teacher's involvement

Finally, the last category focuses on teaching materials for instructional development. In this way, we could observe the impact of different tools and materials on teachers' engagement with the technological environment and the applications of the materials to student learning and interests, providing a dynamic way to focus their attention. For this reason, there are two subcategories associated with it.

Subcategory 1: Teaching through technology

Here, teachers use various methods through technological tools in the classroom, such as television, computers, internet connections and radio, which help to raise students' attention, motivate them to play an active role in their own learning process, and help the teacher to connect better with the students, as well as increase students' good attitudes and being active in the classroom, considering technology as a potent tool for teaching.

Subcategory 2: Materials

Materials help students understand the course content and also work for a better understanding of the topic. Here, students were in touch with dynamic ways to acquire and learn new information. The tools that we usually used for that purpose were videos on YouTube about the environment, songs, explanatory videos, canvas, real-world material, etc. In this way,

materials played an important role in our research to better analyze the impact of PBL and teacher immediacy in the development of EFL in primary schools, as evidenced through the recording format number 1:

Excerpt # 11 RF1
Así mismo, demostrando durante esta sesión no solo interés si no una participación activa en términos de ayudar a leer algunos ejemplos de los que se compartió por medio de presentación en Canva, aprovechando las herramientas tecnológicas del colegio. Además, demostrando un trabajo cooperativo entre estudiantes y docentes al momento de abarcar el tema a desarrollar.

(Active participation in terms of helping to read some examples of what was shared through a presentation in Canva, taking advantage of the school's technological tools.)

Excerpt # 13 FD4
2. Students were able to watch the two videos about one song related to "is so good being green (Caring the environment)" and another one about Valentine's advice to create a checklist, where students were taking notes and interested to listen to what it told them.

Above all, we noticed that the technological environment and material application bring students to a space where they acquire knowledge in a functional and active way, and the relationship that it takes at the same time with teacher immediacy at the moment to influence the students' learning process. Considering that teacher involvement and immediacy are closely

related as they can support some factors such as motivation, emotions, interest, and active role in the classroom.

Chapter V

Conclusions

To conclude, we can say and assert that PBL and teacher immediacy have a big impact on the development of oral skills in fifth grade students since it brings many advantages and benefits. On one hand, teacher immediacy awakens a big interest in students being active in class, avoiding feelings of frustration that can be present during the process of learning a Foreign Language when they need our role, and the big influences that take our verbal and non-verbal communication at the moment to enhance students motivation and generate a positive linking with them, when students feel and see how we were very worried and available to help them when they needed to formulate questions, use new vocabulary to transmit their thoughts and message, and respond to doubts in the specific moment when they had them. In this way, our research lets us see how our teachers' immediacy influences students' learning processes.

Hence, we can witness how PBL inspires students right from the start to actively engage in projects linked to real-world problems, how they get a positive role for being active, and how it encourages them to develop interpersonal relationships at the moment to work in teams and share ideas when they are working on a real problem, while at the same time allowing students to develop values of responsibility, critical thinking, and a conscience in front of the project. Therefore, the importance of focus in the development of oral skills in English as a foreign language lets us see and analyze the advantage that takes in primary school students when they are more verbal than in writing or reading skills, but at the same time, oral skills permit us to work in the development of these abilities through the different materials that we applied during

the process of developing oral skills, such as videos, readings, sketch notes, etc. Allowing

students to develop better communication skills at the moment to formulate questions, get new

vocabulary, and have a desire to use language as much as they could when they want to express

ideas and thoughts, formulate and discuss questions related to the project, We Mean Green,

Green Community. As well, the importance of focusing on the development of oral skills in

primary schools allowed us to see how primary students have the ability to learn a Foreign

Language in terms of time and barriers that may arise during the process of learning it.

Therefore, taking into account the important paper that played every category which were:

- **Teacher immediacy as an aid**

- **Students' perception and performance on PBL**

  -students active role

  -Teamwork

- **Students' speaking development**

  -Difficult pronunciation

  - Speaking improvement

- **Students' language development**

  - Grammar

  -Writing and reading development

- **Teacher involvement:**

  -Teaching through technology

  -Materials

These not only contributed in different ways, like engaging students and facilitating the

development of other abilities (reading, writing, listening, and speaking), but also to the role of

the teacher in the classroom to involve better students with their materials and influence the teamwork of students for the construction of the project (puppet). Above all, these categories and subcategories helped us analyze the impact of PBL and teacher immediacy in primary school EFL students.

Further research

During research such as this one, researchers and teachers tend to discover more questions, as this study shows. In this regard, we could identify some important aspects and topics that would be highly beneficial for further research. One of the important aspects is related to our teacher role in the classroom at the moment: to create a positive link with students, increase their motivation, and avoid or permit that students have a feeling of frustration when they are going to learn a foreign language. Taking this into account, teacher immediacy can make the process of learning more difficult because our role not only allows the facilitation of learning but can also be demotivating and stressful for students, even if they do not want to be in class. Another important topic is the importance of rethinking the types of projects we want to implement through PBL. Considering that it should be a topic that captures the attention of students and their desire to participate in it, they can work on projects that allow them to develop skills and values that will serve them as future adults in a society, thanks to being able to work on projects that apply to specific contexts in their daily lives. Therefore, if teachers can get good results by means of the implementation of PBL, they need to consider the importance of rethinking strategies and material resources that can encourage students and make the development of this project meaningful, which can generate a big positive impact long-term on students' futures.

Another important aspect is related to research, and teachers should consider the advantages that primary school students can have when learning a foreign language, taking into account that children between 4 and 12 years old have a great ability to learn something new, in this case a foreign language, not only faster but also how to make them adopt this knowledge and become native speakers, attributed to their ability to learn a foreign language more easily and quickly as opposed to adults.

Chapter VI

Pedagogical Implications and Limitations

Findings from the present study reveal the big impact of PBL and teachers' immediacy in the development of fifth grade oral skills' competence, which had some pedagogical implications according to the students' knowledge acquisition. First, students in the first stage affirmed that they felt nervous at the moment of speaking up in a foreign language and were afraid to make mistakes with some words that they thought were difficult to pronounce, as well as avoiding emotions of embarrassment when making mistakes. Second, students in the second stage manifested an interest in participating in an interesting project related to the importance of caring for the environment and how they wanted to learn new vocabulary in terms of caring about it when they wanted to give advice, recommendations, suggestions, etc. Therefore, they mentioned that some of the factors that made them feel comfortable during the process of learning and participating in the classroom were related to the teacher role that motivated them to be active, avoid a feeling of being afraid if they made mistakes, and not be scared if they did not understand some of the topics and would need another explanation about them, and how these factors influenced them to increase and develop their oral skills.

Furthermore, after analyzing some of the patterns in the process, it is important to mention how students manifested a stage of happiness through work in a team and how it contributed at the moment to exchange knowledge, fill gaps, and discuss ideas related to the project that every group wanted to do, in terms of we mean green; Green community. Therefore, they mentioned that they felt attracted to learning by means of projects that make their process of learning funny and relevant in terms of applying what they have learned in class at home or in the future with other people. In these ways, these are aspects that can influence the development of oral skills in a foreign language but fail to have a positive impact on the learning of the language.

Limitations of the study

This study explores some difficulties in terms of time, where students manifested a feeling of demotivation when they could not work in the specific time of English class for some extracurricular activities of the school. Therefore, some students expressed discomfort with working in groups as they commented they work better on their own, and others said they felt just motivated to work in the puppet, because they did not like English. Besides, these were some of the challenges that we faced, and where we focused more time to inspire these students, aiming to transform their perspectives and emotions. Our goal was not only to ensure their comfort throughout the language learning process but also to actively involve them in positive participation within the classroom. All in all, technological tools were not just fruitful in the facilitation and motivation of the students, by means of the implementation of different types of activities to engage them. These activities provided an opportunity to cultivate and enhance additional skills such as reading, writing, and listening, facilitated by materials specifically designed to underscore the focal points of our research. Furthermore, the execution of these

activities revealed a significant impact in constructing meaningful learning experiences and

acquiring the requisite knowledge for effective communication in a foreign language.

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