

THE CREATION OF AUDIO STORIES TO IMPROVE ORAL PRODUCTION.

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Abstract

The purpose of this paper is to present an action research project conducted with fifth grade students at the Guillermo Cano Isaza school. The project focuses on the implementation of an innovative pedagogical resource, the "audio story," designed to improve communication skills in a foreign language, in particular oral production, pronunciation, fluency, and confidence.

The project's approach is based on a participatory methodology, Project Based Learning (PBL), that involves students in the creation of audio stories related to previously taught topics. This not only encourages creative expression, but also helps students to practically apply what they have learned. In short, the project enriches fifth grade education by providing a dynamic learning experience that strengthens students' oral skills and confidence in using the foreign language.

Resumen

El propósito de este trabajo es presentar un proyecto de investigación-acción realizado con estudiantes de quinto grado en el colegio Guillermo Cano Isaza. El proyecto se enfoca en la implementación de un recurso pedagógico innovador, el "audio cuento," diseñado para mejorar las habilidades de comunicación en un idioma extranjero, en particular la producción oral, pronunciación, fluidez y confianza.

El enfoque del proyecto se basa en una metodología participativa, Aprendizaje Basado en Proyectos (ABP), que involucra a los estudiantes en la creación de audio cuentos relacionados con temas previamente enseñados. Esto no solo fomenta la expresión creativa, sino que también ayuda a los estudiantes a aplicar de manera práctica lo que han aprendido. En resumen, el proyecto enriquece la educación de quinto grado al proporcionar una experiencia

de aprendizaje dinámica que fortalece las habilidades orales y la confianza de los estudiantes en el uso del idioma extranjero.

CHAPTER I: THE PROBLEM

1.1 Context

CEDID Guillermo Cano Isaza School is in Ciudad Bolivar, a district in the southwest of Bogota. It borders the following areas: to the north, the locality of Bosa; to the south, the localities of Usme and Sumapaz; to the east, the localities of Tunjuelito and Usme; and to the west, the municipality of Soacha. Ciudad Bolívar has main roads that provide access to the locality. The Autopista Sur allows access to the north of the population, and there are two major avenues cutting through various parts of the locality. One is Avenida Ciudad de Villavicencio, which starts in the Patio Bonito neighborhood in the district of Kennedy and ends in the Santa Lucía neighborhood in the district of Tunjuelito. This avenue crosses the four southwestern districts of Bogotá (Kennedy, Bosa, Ciudad Bolívar, and Tunjuelito) from northwest to southeast. Diagonally across it is Avenida Boyacá, which serves as the main source for the mountainous neighborhoods in the south, and Avenida Jorge Gaitán Cortés for the mountainous neighborhoods in the west of the locality.

To provide better context and understanding of the area, it is worth mentioning that the Ciudad Bolivar Plan was designed in 1983 to address the serious problems of health, education, roads, and security in the district. As part of this plan, an Education Sub-program was created, which included five educational complexes called CEDID (Centros de Enseñanza Diversificada). One of these complexes is the Guillermo Cano Isaza School located in the Meissen neighborhood, bordering the Mexico neighborhood on the banks of the Tunjuelito River.

The sector has a wide variety of local businesses. Around the school, neighborhood stores, butcher shops, fruit shops, stationery stores, fast food establishments, carpentry shops,

recycling companies, and street vendors are found. It is also close to the República de México IED school. According to the Report for PEI (Proyecto Educativo Institucional) productive sector (2016), the largest number of companies in the Ciudad Bolivar locality are in the following sectors: commerce (43%), industry (17%), restaurants and hotels (10%), transportation, storage, and communications (10%), and community and social services (6%). This indicates a significant flow of commerce in the sector and the constant growth of the area.

Regarding the school's operation, it offers preschool, elementary school, high school, and vocational high school. It operates in morning, afternoon, evening, and night shifts, and it is a co-educational institution. According to its mission and vision, the institution provides education with a technical and higher secondary focus, specializing in Commerce (Accounting), Industrial Design, and Science (Food Processing). Its mission is to equip students, including children, youth, and adults, with essential work skills, offering them conceptual, artistic, scientific, technological, and axiological tools to address personal, social, professional, and work-related challenges. The institution aspires to establish itself as a prominent institution in Technical High School Education, collaborating with SENA in Ciudad Bolivar, gaining recognition for its effectiveness and efficiency in organization, academic, technical, and human training, along with active involvement in community-benefitting projects.

1.2 Population

The population selected for this project consists of students in the afternoon shift, course 502, ranging in age from 9 to 12 years. The class consists of 30 students, with 18 boys and 12 girls. To understand their social and family context, the students filled in a survey that allowed to identify the neighborhoods they live in. Most of the students reside in Barrio Mexico, followed by San Joaquin and Lucero Alto neighborhoods. A few students live in

neighborhoods further away from the school, such as Tunal, San Francisco, and Meissen. Additionally, the students indicated that 63% of them live with their parents, 35% live with their mother and another relative, and the remaining 2% live with their grandparents or other relatives. Many of their parents or relatives are engaged in manual labor jobs such as drivers, secretaries, housekeepers, cleaning personnel or are self-employed.

Having gained insights into the students' socioeconomic context, observations were made regarding their academic behavior in the English class. Initially, the children were intimidated by the presence of an unfamiliar person, but it was noted that most of the students actively participated in class and were willing to engage in the activities proposed by the teacher. However, it was also observed that the students were primarily focused on their grades rather than on the actual learning process.

1.3 Contextualization of the problem

On March 18, 2020, the Colombian national government decided to impose a countrywide lockdown due to the arrival of the Sars-Covid 19 virus. This confinement lasted for about two years during the pandemic, leading to a shift from face-to-face classes to virtual classes. This change had a significant impact on the teaching of foreign languages and overall learning. Many students in public schools, specifically from strata 1 to 3, were not prepared for this confinement. They lacked prior knowledge, equipment, and internet access to facilitate their education in this new way. According to the 2019 quality of life survey by DANE revealed that only 51.9% of households had internet access, either through fixed or mobile connections. In urban areas, this percentage was 61.6%, while in rural areas, it was only 20.7%. Notably, 97% of families in strata 5 and 6 had internet connections, whereas only 17% of families in stratum 1 had access to this service.

As a result, students experienced a significant reduction in social interaction, as the pandemic forced families into total quarantine. Therefore, students had little to no opportunity to practice oral production in English, and their active participation in virtual classes was limited.

Consequently, and according to the researcher observations, in the English classes fifth grade students demonstrated disconnection and lack of confidence to express themselves, not only in the foreign language but also to contribute their ideas or thoughts in their native language. Considering the above, it is perceived that English classes are not being developed to improve or overcome the difficulties produced by the pandemic, specifically regarding students' oral production and participation.

Besides, the teacher allocates only one hour per week for English class, specifically on Fridays from 4 to 5 pm; this limited time is insufficient for effective foreign language learning. In her classes, she usually introduces new vocabulary related to diverse topics such as verbs, days of the week and months using guides containing illustrations to color and establish connections between the images and the vocabulary. This activity consumes the entire hour of class time, and as homework, the teacher assigns the students to write 10-word lines to memorize the vocabulary learned in class. However, when students are asked about the words most of them do not remember them or pronounce them incorrectly.

Also, in the initial meeting, the need to focus on students' oral production skills was highlighted by the head teacher, as these skills are not adequately developed within the allocated class hours. Additionally, the CEDID Guillermo Cano Isaza faces a challenge at the primary level as it lacks dedicated English teachers. Instead, the subject is taught by the teachers responsible for each course.

1.4 Problem statement

Apart from the class observations, a diagnostic test of the students' communicative skills in terms of grammar, reading, writing, and listening was conducted in accordance with the basic standards of competencies of the National Ministry of Education. In general terms, students recognize certain vocabulary such as fruits, numbers, animals, etc, but do not relate it adequately, there is little comprehension in topics such as description of themselves, their hobbies, emotions, and daily routines. Listening and oral production skills also show shortcomings since for example in the first activities of changing a part of the story to a famous tale, they pronounced as in Spanish, when working on rhymes they did not understand the vocabulary words they were listening to because the students have not had a direct approach to them. (see annex #1).

Also, a small survey was conducted among the students to explore their interests. The survey included questions about their hobbies and activities during their free time to understand the students' inclination towards artistic and manual exercises. Furthermore, a question was asked specifically to gauge their interest in narrative writing and considering the need to enhance oral production skills, the concept of an audio story as a didactic tool or resource was introduced (see annex #2).

According to the results, it can be determined that the children show a strong interest in manual activities such as painting, drawing, and coloring. Similarly, they enjoy creating new stories, expressing a preference for horror stories, followed by action and love stories. Based on the results obtained in the diagnostic test and the evaluation of the students' responses, it can be concluded that the creation of an audio story could be an appropriate proposal for the course as this innovative resource is aligned with the students' interests, which is fundamental to capture their attention and encourage their active participation in the EFL learning process,

promoting not only oral production skills but also grammatical, written, and auditory abilities, among others. So, the following research question and objectives were formulated.

1.5 Research question

How does the creation of audio stories within a Project based learning (PBL) might improve fifth grade students' oral production in EFL?

1.6 General Objective

To determine how the creation of audio stories within a Project based learning (PBL) might improve fifth grade students' oral production in EFL.

1.7 Specific objectives

- To identify students' development of fluency when creating and recording audio stories in English.
- To describe students' improvement in English pronunciation by reading and recording their audio stories.
- To characterize students' confidence while creating and recording audio stories in English.

1.8 Rationale

Based on the observations and the results of the diagnostic test, the present research study proposes an alternative didactic approach and methodology, Project Based Learning (PBL), to actively engage students in the design and creation of their own stories, focusing on developing their oral production in English.

The development of audio stories also holds the potential to enhance students' communication skills in the foreign language, stimulating various linguistic and cognitive abilities. Through storytelling, students could enhance their self-expression, expand their

vocabulary, strengthen their listening comprehension, and nurture their creativity and narrative thinking.

By doing a project, students not only listen to and appreciate their own creations but also those of their peers. By doing so, they can recognize the intrinsic value and utility of their work, fostering an emotional connection and a sense of accomplishment derived from their creative efforts.

Lastly, by tailoring the approach to students' interests, motivation to learn English should be boosted, that could be extended beyond mere academic requirement, transforming the learning process into a pleasurable and fulfilling endeavor.

CHAPTER II: THEORETICAL FRAMEWORK

This chapter describes the theoretical background of this research project, including five main constructs: communicative competence, speaking skill, pronunciation, fluency and PBL. To begin, some significant previous research studies related to the proposal are presented. Then, the constructs will be described.

2.1 Literature Review

The first research study is called "Speaking Skill Development through the Implementation of Multimedia Projects" by Contreras, Charry & Castro (2016), from Tolima University. The authors conducted an action-research work in a religious school in Ibaguè; the objective was to help sixth grade students improve oral expression, especially pronunciation, vocabulary, and fluency, through multimedia projects such as Podcast, videos, and PowerPoint presentations, which are tools that were at hand for students and teachers. Six projects were conducted over six months to guide students in the use of these technological tools. The tools for data collection were an initial diagnostic test and a final developmental test, a focus group interview, participant observation, and student artifacts derived from the use of the tools.

In conclusion, the action research that was carried out benefited the students since there was an improvement in oral production, since in the context in which they worked, the strategy was received effectively, and motivated the teacher to continue innovating with new technological tools. However, the transition from traditional classes to an innovative idea was complicated and long-term. Due to the dedication and effort, the students' progress was evident. It was also observed that, thanks to the implementation of such projects, the students achieved

better academic results, improving not only their grades in class, but also their confidence and oral communication skills.

The second research study is "Improving speaking skill using group discussion" from 2019, conducted by Dael, Astarini & Husnussalam, from Indonesia, where they describe how small group discussion helps to improve students' speaking skill. The group with which they worked were ninth grade students, 35 participants, 18 boys and 17 girls and they used small group discussion as a technique. The work consists of four cycles: planning, acting, observing and reflecting. In data collection, the researcher used observation and interview. The result of the study showed that the score of students in cycle 1 in the pre-test was 57.33, and in the post-test in cycle 2 was 66.67, in cycle 3 and in the post-test was 70.06. Based on these results, it can be concluded that small group discussion improves students' speaking ability as it helps them to speak, express themselves, and participate actively in class. Therefore, it is a fun way for students to share their opinion and work together to solve the problem, since in a team there will be people with different skills and abilities, and it will facilitate communication in everyone.

The third paper is "Improving Students' English-Speaking Skill by Using Their Speaking Video Recording". Action research was conducted, in which the investigators worked with 15 first semester students of STAIN's English Language Teaching department, who did not use the language daily, due to lack of vocabulary, fluency and confidence in speaking. To activate the motivation to speak a new language, each student was videotaped; in this way, they not only spoke, but also corrected, commented, and evaluated their oral expression. The data collection method used in this study was pre-test cycle 1 video recording tests and post-test cycle 2 video recording tests. The video recording tests measured seven aspects of speaking: (1) pronunciation, (2) fluency, (3) word choice, (4) structure, (5) self-confidence, (6) teamwork, and (7) creativity. The conclusion was that the use of oral video recording improved

the students' speaking skills because they were courageous, motivated, and interested in expressing English as they wanted to.

In the fourth paper, "Utilizing Cell phones in Improving Learners' Pronunciation and Fluency" by Think and Huyen (2019) shows the advancement of cell phone applications that has made this device a useful tool for language learning. The article presents research on the effectiveness of using cell phone apps to improve learners' independent speaking proficiency, especially pronunciation and fluency. Thirty-two students participated and they were divided into an experimental group and a control group. This investigation describes the treatment of the experimental group for fourteen weeks, as well as the performance of the participants in both groups. The data collection instruments were pre- and post-tests, rating sheets and diaries. Finally, the results reveal that the participants with the treatment outperform those in the control group and have shown significant improvement in fluency and pronunciation of several individual words and sounds.

The fifth paper is "Task Based Learning and the English-Speaking Fluency Development" by Sandoval and Bayas (2019), whose objective was to analyze the incidence of task-based learning in the development of speaking fluency in the English language. A pre-test and a post-test were used to evaluate vocabulary, pronunciation, speaking fluency and grammar use. The tests were taken from the Cambridge website which consisted of a sample of the KET speaking test (2019). The research participants were 20 students between the age range 16- 18 years, divided into two groups (one experimental and one control group) at the Language Center of the Technical University of Babahoyo. A task-based program was constructed to teach two units of the text corresponding to the level. An oral performance test accompanied by an evaluation rubric was administered. To collect data, it was necessary to apply a validated pre-test at the beginning of the research and a post-test at the end of the study

to both the control group and the experimental group. A rubric based on Cambridge parameters was used to assess oral fluency, taking as a reference the aspects considered in the Common European Framework, in particular the performance standards for oral production. A survey was also applied to English teachers and observation files were used during the intervention process.

In conclusion, task-based learning has a positive impact on the development of oral fluency in students at the Language Center of the Technical University of Babahoyo. As a result, evaluation criteria such as grammar, vocabulary, pronunciation, interactive communication had a notable improvement in the students. Also, improvement in pronunciation and fluency, as well as a decrease in students' boredom when performing tasks through the application of task-based learning, were identified.

The previous research proposals were dedicated to enriching students' oral production, observing that most of these investigations have demonstrated noteworthy progress in foreign language learning. Also, the studies have focused on improving the oral expression of students of different ages through the application of various methodologies, such as task-based learning and collaborative learning. By carefully analyzing them, it is highlighted that by using a wide variety of teaching tools, students are not only able to identify their errors, but also to evaluate their advance and achievements in a brief period.

However, the pedagogical approach of the present research differentiates itself by introducing the Project Based Learning (PBL), which not only stimulates students' interest but also emphasizes their narrative skills. What makes this proposal even more relevant is that it considers the individual context of each student and actively involves them in a project that, at the same time, contributes significantly to their foreign language learning process.

2.2 Theoretical Framework.

In this section the theory and concepts that have been used to strengthen this research are presented.

Communicative Competences

To begin, communicative competences, as articulated by Hymes (1972), are fundamental skills that underpin effective communication throughout an individual's lifespan. These competencies involve not only the mastery of grammatical and linguistic rules, but also the ability to use them skillfully in the specific context in which a person is situated. Effective communication, according to Hymes, requires not only a mastery of grammar, but also an understanding of sociocultural factors. This means that communication is not solely about linguistic correctness but also about being aware of and adapting to the cultural nuances and expectations in each situation. For successful communication, both a sender and a receiver must collaborate within the framework of their shared social and cultural context.

Chomsky's linguistic theory, introduced in 1965, supplies another important perspective on language and its use. Chomsky makes a distinction between linguistic competence and performance. Linguistic competence refers to the idealized speaker-listener, someone who resides in a perfectly homogeneous speech-community, possesses an innate knowledge of their language, and remains impervious to grammatically irrelevant factors. In contrast, performance relates to the practical application of language in concrete, real-world situations. Chomsky further elucidates this distinction by defining proficiency as the depth of knowledge a speaker-listener has about their language, while performance represents the actual, contextual utilization of the language.

The critical takeaway from Chomsky's insights is that language's meaning and purpose extend beyond mere grammatical correctness. It hinges on the adaptability and practicality of its usage in various circumstances. By understanding both linguistic competence and

performance, children can be better equipped to express themselves in English effectively. The knowledge of grammar and language rules, when coupled with an awareness of sociocultural factors, enables children to communicate assertively, ensuring their language use is not just grammatically correct but also contextually relevant and culturally sensitive. In this way, language production skills in children learning English can be enhanced.

On the other hand, Brown (1994) states that, since communicative competence is the goal of a language class, teaching should aim at all its components: organizational, pragmatic, strategic and psychomotor. Communicative objectives are best achieved by giving, not just precision, to authentic language and contexts, and to the eventual need for learners to apply what they learn in class to previously unrehearsed contexts in the real world. So, the objectives of communicative competence are not just to give the speaker fluency, but to pay attention to how the language is used, the context and the precision of the language and to bring what is learned in the classroom to real world, everyday scenarios.

Speaking Skill

This skill has been one of the most worked on in the teaching of a foreign language, since it provides the ability to communicate effectively, it allows the speaker to express ideas, thoughts or feelings, taking into account grammatical structures that are developed totally different from the written ones, since Burns and Joyce (1997) "speech, far from being disorganized, has its own systematic patterns and structures - they are just somewhat different from those in written language" (p.7).

Therefore, spoken language has its own structure and order. As Burns and Joyce (1997) mentioned "it is structurally patterned and displays an orderliness that is neither chaotic nor random but, rather, it is tightly organized and coherent" (p. 27). Speech is dynamic and functions differently from writing, it is not necessary to use the same "grammatically complete

sentences similar to written ones" (Burns and Joyce, 1997, p. 27) as written texts can be reworked, spoken texts are the result of a single production.

On the other hand, Brown (1994) indicates that conversation classes have ranged "from quasi-communicative drilling to free, open, and sometimes agenda-less discussions among students" (p. 268); in this way, learning oral production provides tools that leave the classroom and the students themselves are the ones who take it to their contexts and everyday life.

Pronunciation.

Pronunciation is a relevant factor in the teaching of a foreign language since it is an indicator of good language learning, as stated by Celce-Murcia, Brinton & Goodwin (1996): "pronunciation is a receptive and productive skill, and it is concerned with producing speech sounds and intonation patterns that are clearly understood by other speakers of the language" (p. 7). Having clear intonation patterns facilitates understanding of what the speaker wants to convey, which is receptive and productive for effective conversation. According to Brown (1994):

Pronunciation instruction became somewhat incidental to a course of study. By the mid-1980s, with greater attention to grammatical structures as essential elements in discourses, to a balance between fluency and accuracy, and to the explicit specification of pedagogical tasks that learners should accomplish. it became clear that pronunciation was a key to gaining full communicative competences (Brown, 1994, pp-69)002E

To highlight the importance of pronunciation in teaching a foreign language, it is essential to address several key aspects. Swan (2016) describes and compares vowels in Spanish and English, highlighting the differences in terms of quality, quantity, and pronunciation, for example, the lack of short vowels in English and differences in the articulation of long vowels. In this way, the need to differentiate the phonetics of vowels in both languages should be emphasized, specifically, the pronunciation of vowels can vary

significantly between English and Spanish, often giving rise to misunderstandings and difficulties in communication. For that reason, students should be aware of these differences and systematically practice the pronunciation of English vowels to achieve more accurate articulation.

Furthermore, according to Paolantonio (2009) "there are phonemes that do not exist in Spanish. As we refer to in relation to vowels, we also find that in general terms, English has a greater number of consonant sounds. Some of these are: phoneme / S /, as in the "sh" of "she" / S i: /, palatoalveolar fricative" (p.14). It is crucial to address letter combinations that remain in English but are different from those in Spanish. These unique sounds in English, such as "th," "ch," and "sh," can be challenging for Spanish speakers because they do not exist in their native language, so students must learn to recognize and reproduce these sounds correctly., as they influence the understanding and clarity of your English speech.

Finally, it is essential that students can distinguish pronunciation between a native English speaker and a Spanish speaker. Variation in pronunciation, including regional accents and differences in intonation is a crucial aspect of comprehension in real communication situations, consequently, students should be exposed to different accents and pronunciation styles to develop their ability to understand and adapt to variations in the English language.

In summary, highlighting the importance of pronunciation in foreign language instruction emphasizes the need to differentiate the phonetics of vowels, address English-specific letter combinations, and foster students' ability to recognize and distinguish pronunciation between native and non-native speakers. These elements are fundamental to achieving effective communication in English and improving fluency in the language.

Fluency

In this order, it is important to define fluency. For Richards (2008) "Fluency in speaking can be defined as the ability to speak without undue pauses or hesitation and with reasonable

ease. Fluency is a measure of how fast and smoothly a person can speak as well as the accuracy of pronunciation and grammar “(p. 113); thus, it is not necessary the speed with which a person speaks but the ability to express naturally. Additionally, for Lynch and Anderson (1997) "Fluency refers to the ability to speak without effort, without long pauses, repetitions or corrections, and without being obstructed by vocabulary or grammatical difficulties" (p. 13). So, the acquisition of vocabulary and grammatical structures is important to start having appropriate conversations with speakers of the language.

Keeping this in mind, fluency is important to have assertive communication in a conversation, in that case, Anderson (1997) “teachers can use specific teaching techniques to improve fluency in speaking, such as practice of common phrases and dialogues, imitation of native speakers, and recording and evaluating one's own voice" (p. 123).

In conclusion, fluency, as defined by experts such as Richards, Lynch, and Anderson, plays an essential role in achieving effective communication in spoken language. It encompasses the ability to converse without unnecessary pauses, hesitations, or linguistic impediments, ensuring that one can express themselves naturally and coherently. Beyond the mere speed of speech, fluency also hinges on the accuracy of pronunciation and grammar, underscoring the importance of language proficiency.

The attainment of fluency is a significant milestone in language learning, as it empowers individuals to engage in meaningful conversations with native speakers and other language learners. It signifies the capacity to communicate without undue effort, thereby facilitating smoother interactions and reducing the chances of miscommunication.

Project Based Learning Methodology (PBL)

Project Based Learning (PBL) has emerged as a widely adopted educational approach, emphasizing the development of critical skills and the application of knowledge to address real-world challenges. PBL is firmly rooted in educational theories that prioritize experiential

learning, constructivism, and problem-solving, drawing from the insights of several influential educational theorists.

Dewey (1938) a pioneer in the field of education, posited that true learning transpires through immersive experiences followed by reflective analysis. In other words, students learn best when they actively engage with the material and then take the time to think critically about what they have experienced. This echoes the core principle of PBL, which encourages students to tackle authentic problems, delve into experiential learning, and reflect on their experiences to develop a deeper understanding.

Piaget (1972) contributed to the constructivist theory of learning, which suggests that students actively construct their own knowledge through interactions with their environment. This aligns closely with the PBL philosophy, which recognizes the importance of students engaging with complex problems and constructing their own solutions. PBL promotes the idea that students are not passive recipients of information but active participants in their own learning journeys.

Vygotsky (1978) emphasized collaborative learning as a key driver of knowledge acquisition. In PBL, collaborative work often takes center stage, as students collaborate on projects, share insights, and solve problems together. This social interaction mirrors Vygotsky's concept of the zone of proximal development, where learners are guided and supported by more knowledgeable peers or instructors, promoting a deeper understanding of the material.

Furthermore, Kolb (1984) introduced a four-stage experiential learning model that aligns with PBL's holistic approach to learning. The model encompasses concrete experience, reflective observation, abstract conceptualization, and active experimentation. PBL encourages students to immerse themselves in hands-on projects (concrete experience), analyze and reflect on their experiences (reflective observation), develop abstract understandings and concepts

(abstract conceptualization), and apply what they have learned in new contexts (active experimentation).

In essence, PBL draws upon the wisdom of Dewey, Piaget, Vygotsky, and Kolb by incorporating experiential learning, constructivism, collaboration, and structured stages of learning into a cohesive educational framework. By doing so, it equips students with the essential skills and knowledge needed to excel in real-life scenarios and the ever-evolving demands of the modern workforce.

In conclusion, the theoretical framework presented in this chapter provides a solid foundation for understanding the core concepts that underpin this research. It underscores the significance of communicative competence, pronunciation, fluency, and the application of Project-Based Learning (PBL) in language learning. By incorporating these concepts, this study aims to enhance language proficiency and communication skills among learners. The subsequent sections will delve into the research methodology and findings, where these theoretical principles will be put into practice and evaluated for their effectiveness in real-world educational settings. In accordance with the above, the methodological design of the pedagogical intervention sessions based on the PBL methodology is proposed.

CHAPTER III: METHODOLOGICAL DESIGN

This section will present the research paradigm and the type of research. Subsequently, the data collection instruments will be described.

3.1 Qualitative approach

This research project uses instruments and works by means of a qualitative approach which focuses on getting closer with the participants and obtaining different points of view within the same research, where the aim is not to prove exactly the hypothesis that has been proposed, since this may vary or change throughout the research depending on the results.

According to Bell & Waters (2014), in qualitative research the researchers are more interested or concerned with understanding the perceptions that individuals have about the world and are hesitant of quantitative or scientific approaches when dealing with human beings this type of research generally works with questions or research methods that are more general and are closed as the study progresses.

3.2 Action research

Hence, the type of research conducted was Action Research, since it is developed within a classroom, carrying a pedagogical proposal in which the researcher must be immersed with the participants.

According to Corey (1953) Action research is a cyclical and reflective process involving planning, action, observation, and reflection. Action research is a cyclical and reflective approach that guides practitioners and researchers in addressing problems or challenges in their practice. It begins with the deliberate planning of specific actions, that for

the present research were defined considering the observations and diagnostic test; the action phase is done, where pedagogical and research actions are implemented. During this stage, evidence and data are collected, in this case, through field notes, audio recordings and a survey. The reflection phase closes the cycle by critically analyzing the results and data collected, allowing for evidence-based decision making and continuous improvement of practice.

In essence, action research is a dynamic process that involves evidence-based decision making, constant reflection and adaptation of actions to solve problems and improve professional practice.

Figure 1

Action Research cycle.



3.3 Data collection instruments

Survey

The survey was a relevant instrument in this research since, in this way, the context of the students, their opinions, family approach, personal interests and aspects for learning the language were known. Casas, Repullo, Campos (2003) define the survey as a technique that uses a set of standardized research procedures through which a series of data from a sample is collected and analyzed. Consequently, the survey was necessary to find, discover, and explain characteristics of the students. Additionally, a perception survey was carried out after the research to collect different insights about the students' progress and the difficulties that students would have. Also, if the project contributes to their personal interest in learning a foreign language.

Field Notes

One of the data collection methods used in this research was the field diary, which contributes to the description and perception of how the process was developed with the students. Emerson, Fretz & Shaw (1995) describe that field diaries are a written record of the researcher's experiences, including observations, conversations, and personal reflections, kept during field research. The importance of field notes in qualitative research lies in the observation of the researcher, the reflections and emotions of the students and the improvements of the research process itself.

According to Van Maanen (2011) field diaries are a way of recording the researcher's experience in the field and are used to capture observations, impressions, and events as they happen. Additionally, the researcher's experience is elicited and recorded, contextualizing and helping to better understand the other data collection instruments. Furthermore, the field diary describes the context in which the focus group and the researcher are immersed, interpreting external processes that indirectly contribute to the development and outcome of the research.

Audio Recordings

Marshall and Rossman (2006) define recordings as an invaluable tool in research, as they allow researchers to capture experiences and data accurately and thoroughly in the field of study. These recordings can be either audio or video, providing a complete record of the interactions and events that occur during an investigation. These recordings are then carefully transcribed and analyzed to identify patterns, trends, and relevant themes that can shed light on the students' learning process.

The use of recordings in educational research has proven to be especially valuable, as it provides an immersive and authentic view of the interactions among students, educators, and the learning environment. This allows researchers to deepen their understanding of how students approach educational challenges, how they communicate, and how they thrive in a specific teaching context. In addition, recordings provide a solid basis for analysis, evaluation, and improvement of pedagogical strategies, as researchers can closely examine learners' behaviors, responses, and cognitive processes. In short, recordings have become a reliable and rich source for the analysis of the learner's process, thus enriching educational research.

3.4 Ethical issues

To develop the collection of data, the process and participation of students in the present research, parents, school directors and teachers were provided with an informed consent in order to approve that students can be recorded, interviewed, and photographed. Also, it was clear that to ensure the safety of the children the data, photos or videos were used for academic and educational purposes.

CHAPTER IV: PEDAGOGICAL INTERVENTION

4.1 Pedagogical purpose

The pedagogical purpose of creating audio stories to contribute to oral production, pronunciation, fluency and confidence in EFL was centered on a series of activities developed under the PBL methodology. Each session focuses on activities that contribute to the development of research and pedagogical objectives.

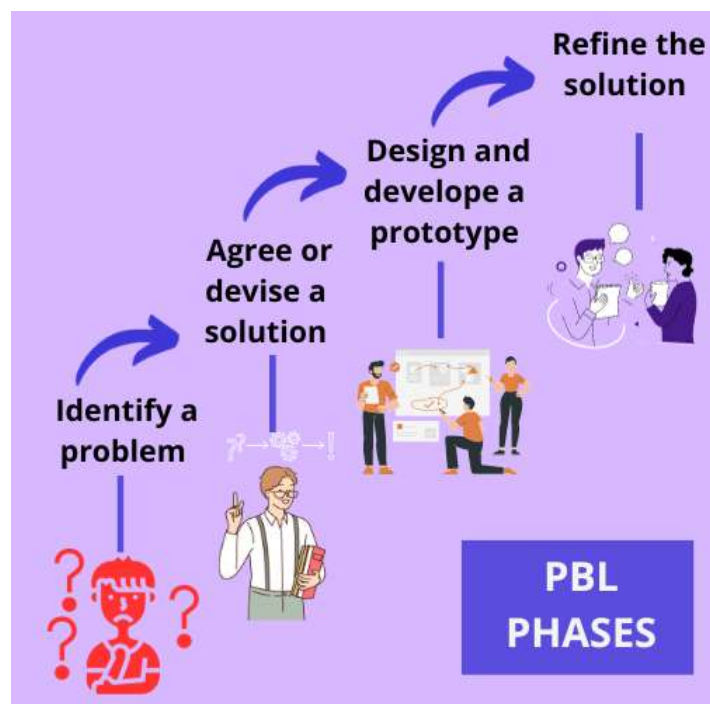
In this way, an effective division of the classes was carried out, allowing the design and development of each one of them with the purpose of enriching the creation of the audio stories. This pedagogical approach focused on strengthening communicative skills, emphasizing oral production, improving pronunciation, developing fluency, and building confidence in the students.

4.2 Procedure

The creation of audio stories was developed in fourteen (14) sessions, divided into four (4) phases according to the PBL approach and four (4) support sessions just to record the audio-stories. The pedagogical intervention was done stories following these four steps: 1) Identifying a problem, 2) Agreeing or devising a solution and a possible solution route to the problem, 3) Designing and developing a prototype of the solution, 4) Refining the solution based on feedback from experts, instructors and/or peers.

Figure 2

PBL phases



1) Identifying a problem

During the first-class sessions, the students worked on different activities that highlighted their oral production, so they were able to observe their shortcomings in terms of pronunciation, fluency and confidence when expressing themselves in English. Consequently, they decided to establish a project where they could work on these aspects, choosing the creation of audio stories.

2) To agree or devise a solution and a possible solution route to the problem.

In this phase a route for the creation of audio stories was thought up and organized. Different topics were developed, working on pronunciation, fluency, vocabulary, structure, and confidence of the students to start the process of their projects.

3) Design and development of a prototype of the solution.

The third phase is the one that takes the most sessions since the students begin to create part of their stories, the construction of the character, to describe how it would be physically and emotionally, the actions they can perform with each of their characters, working on the narrative. Diverse types of activities such as rhymes, team games, lotteries, oral presentations were implemented to promote learning and contribute to the development of their audio stories.

4) Refine the solution based on feedback from experts, instructors and/or peers.

In the last phase, the students present the draft of their stories, where they express their creativity and the knowledge learned during the sessions. Final adjustments and revisions were made to have the final version and proceed to the recording of them.

Each student had the opportunity to listen to themselves after recording their audio story, together with the teacher they made a socialization and shared their perspectives regarding the learning experience.

Each session was designed with a specific focus on developing the research objectives. The didactic sequence that was implemented during the pedagogical intervention sessions can be seen next:

Table 1

4.3 Class sequence

| Phases | Date | Activity | Purpose. |
|-----------------------|-----------------|--|--|
| Identifying a problem | 02/03/2023 1 | Diagnostic test and survey. <u>diagnostic test and survey by Tatiana Linares</u> | To know the process and knowledge previously learnt by the students, related to the basic standards for fifth grade according to the Ministry of National Education. |
| | 07/03/2023 2 | Recognition of a digital audio story and creation of new fragments. Students are shown examples of digital audio stories: Goldilocks and Three bears, the three little Pigs and Little red riding hood, learning and recognizing new vocabulary. Afterwards, each one relates what he/she has understood of the story and finally, they create an updated version or a new scene for the same story. <u>Goldilocks and three bears</u> <u>The three little pigs</u> <u>Little red riding hood</u> | Show the project that will be worked on and designed by each of the students. The steps involved in a story, the recognition of new vocabulary, and the exploration of new stories. Identifying some faults or shortcomings related to the English language. |
| | 14/03/2023 3 | Recognition of manual audio story, sample of the story "Juliet and Tom". Parts of the body, creation of the main character, questioning to create a new story. | The purpose of this activity is to show the students an example of what they should do at the end of the interventions, thus clarifying any doubts that may arise. Additionally, to teach the |

| | | | |
|--|-----------------|--|--|
| | | <u>Cuento Julieta and Tom by Tatiana Linares</u> | topic of body parts in English through illustrations created by the students. |
| Agree or devise a solution. | 21/03/2023 4 | Presentation of characters, creation of cards to recognize and learn personal pronouns using a worksheet. <u>Characters</u> <u>Presentation of characters</u> <u>Personal pronouns.</u> | Work on the correct pronunciation, work on the vocabulary of the parts of the body, additionally, the personal pronouns. |
| Design and development of a solution prototype | 28/03/2023 5 | Worksheet of qualifying adjectives, practice of the verb to be, oral and written production of sentences related to the character created. <u>Verb to be</u> <u>Seasons.</u> | Teaching the qualifying adjectives through a worksheet where the vocabulary, pronunciation and writing of adjectives are taught. The practice of the verb to be with the cards created in the previous class and the linking for the creation of sentences, finally the learning of the seasons to place the main character. |
| | 11/04/2023 6 | Writing sentences for oral production, recording the students' voices. Learning action verbs. Memory Game to practice action verbs. <u>Audiorecordings sentences</u> <u>Action Verbs.</u> | To learn a new topic, action verbs. Motivate students through repetition and incorporation of unfamiliar words to their vocabulary. |
| | 18/04/2023 7 | Based on the "Memory game" with 5 new verbs, students create sentences that are part of their script for the audio story and read aloud. Additionally, they work on a rhyme in English. | Practice, learn and understand action verbs and their conjugation in the present simple by writing sentences. Work on fluency and vocabulary through rhyming. |

| | | | |
|--|----------------------|--|--|
| Design and development of a solution prototype | | Action Verbs Rhyme | . |
| | 25/04/2023 8 | Each student reproduces the rhyme aloud and learns 1 new rhyme, which is recorded for the group. A lottery game is played, with unfamiliar words for vocabulary learning, as well as the reading aloud of each card, which has a sentence. With the previous work, the children work at home creating part of the knot of the story. audio recording rhyme Twinkle. Lottery. | Recognize the fluency and pronunciation they have acquired up to this point, perceive their reactions afterwards while listening to their oral production. Additionally, confidence and fluency are worked on through reading aloud. |
| | 02/05/2023 9 | The children's writings are socialized, corrections are made, and we begin to collect the sentences and what was learned during the sessions and create the script. | Identify pronunciation and fluency by reading their writing. Make progress in the creation of stories. |
| | 09/05/2023 10 | The creation of the script is completed, and the children proceed to create their illustrated story, by means of manual materials, capturing each one of the writings, the description of the character, the scenario where the story takes place, the actions they perform with their character, the adventures they create, and finally the conclusion of the story. | Advance in the creation of the audio story, including all the topics learned in class, working on vocabulary and pronunciation. |
| | 16/05/2023 | It continues and ends with the creation of the | Practice oral production, pronunciation and |

| | | | |
|------------------------------|------------------|--|--|
| Refine the solution based on | 11 | illustrated story, reading aloud, pronunciation corrections are made. | fluency of each of their stories. |
| | 23/05/2023 12 | We proceed to record the audio stories with the help of technological resources. | Finalize the audio storytelling project. |
| | 30/05/2023 13 | Back-up class in case activities from past sessions take longer than estimated. | Finalize the audio storytelling project. |
| | | Final diagnosis of the process in the 5 skills. Oral production, listening, grammar, reading, writing. | Evidence of students' progress in English language learning. |
| | 06/06/2023 | Showing students their work and that of their classmates. Audio Stories | To evidence the students' progress in their English language learning and the children's reaction to hearing and seeing each other's work. |

It is important to note that the results obtained through this process were documented in digital format and are available for public access. These resources have been hosted on the researcher's YouTube channel, allowing a wider audience to benefit from the students' experiences and achievements.

To summarize, in this chapter the Project Based Learning (PBL) steps were described and the class sequence, with a brief description of the procedures, was presented. In the next chapter, the data analysis will be showed.

CHAPTER V: DATA ANALYSIS

Categories of analysis

In this chapter three category of analysis will be described, obtained throughout the research regarding the data collection instruments in regard to oral production, the construction of sentences when speaking, the pronunciation of the students when facing English texts with words that contain a combination of letters, about 21 phonemes for vowels, the fluency to communicate and the confidence that the children show in response to the pedagogical interventions.

Table 2

Data analysis categories

| RESEARCH QUESTION AND GENERAL OBJECTIVE | SPECIFIC OBJETIVES | CATEGORIES |
|---|--|----------------------|
| <p>How does the creation of audio stories within a Project based learning (PBL) improve fifth grade students' oral production in EFL?</p> <p>To determine how the creation of audio stories within a Project based learning (PBL) might improve fifth grade students' oral production in EFL.</p> | To identify students' development of fluency when creating and recording audio stories in English. | PRONUNCIATION |
| | To describe students' improvement in English pronunciation by reading and recording their audio stories. | FLUENCY |
| | To characterize students' confidence while creating and recording audio stories in English. | CONFIDENCE |

Pronunciation.

Considering the data collection instruments, in this category of pronunciation the field diary, audio recordings, audio stories and a final perception survey were used to know the process developed by the students, working on various aspects such as vocabulary, sentence creation and verb conjugation, focused on the creation of the audio stories.

Throughout the interventions, the students had an approach to audio stories, listening to three (3) famous stories narrated orally, proposing the change of a part of the story to discover new vocabulary. In this exercise, the students had to present orally, in front of their classmates, the body parts of the main characters of their audio stories; in this first oral activity, it was evident that the children still did not distinguish between the phonetics of Spanish and English, since, in the creation and exposition exercise, the mother tongue prevailed. The following are excerpts from the data collection instruments, where the characteristics of the students' first oral interventions can be observed:

Al presentar sus nuevas versiones de cuentos, los estudiantes trajeron nuevas palabras como colores “red, yellow, green, golden” “dress, magic, princess, friend, fast, afternoon” las cuales pronunciaban de la manera que ellos consideran correcta /gren/ /majic/ /frIend/ /fats/ /afternOOon/ /Jim/

Field note, sesión 2.

S: Two /tru/... /ears/ eyes... two /ears/... 'four ... piernas... /legs/...se me olvidó... /bodi/

[Audio recording 1.](#)

S: One nose, /four/ eyes... /bodi/... eighth legs, one head ¿cómo se dice orejas? ¿cómo se dice sombrero? one /moun/ mouth.

[Audio recording 5.](#)

According to the above evidence, it can be determined that in the English reading exercises his mother tongue predominates in words such as "magic", since in Spanish the pronunciation of the "G" joined to the vowels I and E is /j/, consequently, the student reads /majic/ or in the word "eyes", where the student pronounces the "Y" as he learned it in his mother tongue "j" /jes/. This exercise became a starting point to initiate a process of differentiation between Spanish and English phonetics.

In the following classes, qualifying adjectives are used to describe their character; for this, a pronunciation exercise was conducted in which students show a slight improvement, recognizing and understanding some phonetic differences between Spanish and English, as well as self-correcting in some words when analyzing what they have pronounced, e.g.

S: Boss is /api/ in the /aut/ autumn, boss is /api/ happy in the /sUmer/, Boss is sad in the winter, Boss is angry [unintelligible].

[Audio recording 20.](#)

S: Estrella is cold in... in the winter, Estrella is hot /ot/ in the summer, Estrella is surprised in... the... sprint, Estrella is /nervu/ nervous in the autumn.

[Audio recording 22](#)

Improvements are demonstrated in recognizing and differentiating new phonemes in Spanish and English, for example, the pronunciation of the article "the" /ðə/ or nouns such as "winter" / wɪn.tə/. However, they still find it difficult to pronounce "H", being the only grapheme that does not represent any phoneme in Spanish, they suppress the pronunciation in

words such as "hot" and "happy", because for them it is a letter that has no sound, they know it as the "silent H".

On the other hand, during the game "Memory Game", it was noted that students do not conceive more than 5 vowel sounds, since they are the ones, they know and recognize since their first years of school. The game, whose objective was to prepare for the recording of the audio story, was about giving two (2) groups of cards: in group A there were the images of action verbs <<play, jump, run, read...>>, in group B, cards with the written verbs. The students were divided into groups of two (2); each group had to match the cards; if they pronounced the verb correctly, their team won a point.

S: Este es el verbo /drau/ "draw" que es "dibujar"

Field note, sesión 6.

Sale el verbo "Jump" S; se pronuncia... /jump/ emm... no, profe, no me acuerdo...

Field note, sesión 6.

S: Este es el verbo "hablar" que en inglés se pronuncia /talk.../

Field note, sesión 7.

When analyzing the results of this activity, it is possible to show that they do not recognize that in English vowels can have around 20 phonemes. This is because from their mother tongue they identify only one (1) phoneme for each vowel; a clear example in one of their interventions is the verb "Jump", whose vowel "U" is pronounced /ʌ/ /dʒʌmp/ while in

Spanish it has the sound /U/. Additionally, the same phenomenon can be identified in the verb "talk" for which the grapheme /a/ is pronounced /ɔ/ /tɔ:k/.

Another important aspect to highlight in the first activities that are part of the audio story creation process, such as the presentation of the body of the main characters, the activity of the verbs and the creation of new sentences, is the confusion in the combination of some graphemes:

S: she has /ands/ hands... /air/ hair.

[Audio recording 6](#)

S: Juan has one /ears/ ears.

[Audio recording 8.](#)

S: One /jead/head. One /mout/ mouth.

[Audio recording 12.](#)

“En este juego los grupos llevaban puntos iguales, solo sobraba un par de tarjetas con el verbo “read” el equipo que tenía la oportunidad de ganar, el estudiante pronunció /read/, del otro grupo, una estudiante pronunció /rid/, este fue el punto y el equipo ganador.”

Field note, sesión 6.

Difficulty is identified in words such as "Hair", since students do not recognize that the combination /AI/ is pronounced /e/, reading each letter separately /air/; another example is in verbs such as "Read" /ri:d/ or "Sleep" /sli:p/, where the union of two graphemes is the result of

a single phoneme; because in Spanish the union of these is not done, except for the consonants "ch" and "ll", students maintain this rule and pronounce letter by letter.

After recording the audio stories, each student was able to listen to the result; feedback was given regarding the progress in pronunciation, highlighting the previous aspects specifically: the difference between the phonetics of Spanish and English, the recognition of vowel sounds in both languages and the combination of two graphemes resulting in a single phoneme. The students reacted with amazement when they listened to each other, seeing the work that each one did, becoming aware of words with which they had previously had difficulty, resulting in oral interventions such as the following:

“José Roberto is /happy/ in the winter... Jose Roberto is /happy/ and great... /he/ get lost in a beautiful, enchanted forest.”

[*Jose Roberto 's adventures, Audio Story*](#)

“Pepe is /tall/, /thin/, /transparent/, /happy/, /recycle/, /clean/”

[*My new friend Pepe, Audio Story*](#)

Rocio is /short/, /happy/, /clean/... /small/, /surprised/”

[*My best friend Rocio, Audio Story*](#)

Accordingly, in the audio stories can be seen improvements in pronunciation in terms of vowels and verbs, where students retain some words and produce them without difficulty:

S: Jimmy and me ... /raid a baik/ ride a bike... And Jimmy is sad /bat/ but, Jimmy was intelligent.

[*My best friend \(Mi mejor amigo\) Audio story.*](#)

S: And Sofia wants to /meik/ make a doll... /ais/ eyes /bari/ body. These are the /bari/ body parts of /mai/ my doll.

[*My doll Sofía, Audio story.*](#)

Additionally, this improvement process is also perceived by the students, since when asked if they notice that after the pedagogical intervention they recognize and pronounce several English words more easily, they respond:

S: Answer 3. He aprendido palabras que no había escuchado, ya las puedo leer con facilidad y escribir, por las actividades y las prácticas.

S: Answer 3. Hemos aprendido pronunciación y varias palabras como "living room, Garage, house" y sustantivos, verbos. Eso pasa para que nosotros podamos hablar con otras personas y poder viajar a otros países.

S: Answer 3. Sí, aprendo con más facilidad y leo mejor, esto debido a que la profe nos hace pronunciar y repetir varias veces las frases para mejorar.

Perception survey, question No. 3

Considering these answers and the evidence of processes and results of the audio stories, it can be inferred that the learning was significant, since they were able to carry out an exercise of metacognition about their process, being aware of some aspects related to the pronunciation of words, being this of utmost importance for fluency and confidence when expressing themselves in a foreign language.

Fluency.

At the beginning of the pedagogical intervention, difficulties related to fluency in oral interventions were identified, such as joining more than one word, sentence production and

word recognition. During the process, different activities and pedagogical exercises were proposed to address these difficulties and thus improve their fluency when expressing themselves in a foreign language.

In the first activity of creating the fragment of the story and the exposition of the body of its characters, it was observed that some students could not say two (2) words in English in a row and made frequent use of crutches:

Al hacer preguntas a los estudiantes sobre la creación del fragmento de la historia, producían palabras al aire “hay cerditos de color pink, otro de color orange, y el último cerdito de color red”

Field note, sesión 2

Its name Luna y pues yo le hice la cabeza que era head /jead/, el cabello que era /jars/ hair, los ojos /ais/ eyes, la boca /mouts/ mouth, brazos /ans/ amrs y piernas /geds/... legs

[Audio recording 14.](#)

A name is Pepe eh ¿cómo se dice tiene?... eh... head /jed/ a one, eh... it hands two arms, eh... and two /jends/... hands, the ands eh... two legs, eh...it has two /jais/ eyes, eh... nose at one mouth.

[Audio recording 7.](#)

As can be seen, the students could not pronounce more than two words or when joining them they did not do it correctly, since, not having a basic vocabulary in English, they had to make use of Spanish to be able to make a sentence and express themselves fluently. Having

this aspect as a starting point to work on the joining of words and later the creation of sentences, we propose the creation of flash cards, with which students learn pronouns, verb conjugation and qualifying adjectives.

Los estudiantes crearon fichas con cada pronombre personal y las 3 conjugaciones del verbo, creamos grupos, los pronombres que pertenecen al “Team am” “Team is” y “Team are” de esta manera aprendimos cada una de las conjugaciones.

Field note, sesión 4

By creating flashcards, students learn to write and read complete sentences.

Pig is happy in the summer, Pig is cold in the winter, pig is angry in the /atom/ autumn pig is /ervos/ nervous in the sprint.

[Audio recording 17.](#)

Gost is happy in the summer, Ghost is sad in the autumn, Ghost is angry in the spring, Ghost is surprised in the winter, Ghost is hungry in the spring.

[Audio recording 25](#)

It is identified that, with this type of exercises, the teaching-learning of topics such as the structure of the verb to be, scenarios to locate their characters, such as seasons and simple articles, students can begin to create simple sentences, this due to the practice, recognition and understanding of the vocabulary that is worked on during the course of the interventions:

Pig is short, Pig is fat, Pig is slow, Pig is clean, Pig is happy, Pig is pink...There was a girl who lives with her mother in a little house.

[My best friend Pig. Audio story](#)

Allan is fat, Allan is short, Allan is fast, Allan is clean, Allan is black and white. When we go on vacation, we go with Allan to a River in Viota.

[Creating my friend on a cloudy day.](#)

Me and Andres were playing, Me and Andres were drinking chocolate... the four of them lived happily in their new igloo house.

[The adventure of Andrés and Luna.](#)

Considering the previous fragments, it can be recognized that in the oral interventions the students incorporated novel words to their vocabulary, which helped them to join more than two words and to create sentences, facilitating the construction of their audio story.

Another strategy to improve fluency was the practice of some rhymes, which also contributed to the recognition of innovative words in English.

En la segunda actividad, trabajamos fluidez y pronunciación con una pequeña rima en la que se mostró dificultad al ser palabras desconocidas en su totalidad, limitaciones en pronunciar la unión de "AI" y sonar <<Ei>>

Field note, sesión 7.

"Rain, Rain, Go Away /auai/":

Rain, rain, go away,

Come /come/ again /agaIn/ another day.

Little Johnny wants to play.

[Audio recording, Rhyme.](#)

After this type of exercise, students were able to construct sentences with words such as "go", "rain", "day", "little", and "play", improving their fluency and pronunciation when they incorporated them into their audio stories.

When probing the students' perception of the results of their audio stories in terms of fluency, they shared the following:

Answer 2. Leía más despacio y no sabía algunas palabras, pero ya entiendo y puedo leer rápido porque con el cuento y el audio cuento fui entendiendo y aprendiendo.

Answer 2. Siento que hablo mejor, comprendo mejor las lecturas por los audiocuentos, los juegos de la lotería, el de los verbos, el de ahorcado, el cuento de caperucita roja.

Answer 2. He entendido más el inglés por la profesora y el audio cuento, no como antes que no sabía nada. Porque la profesora nos enseñó las partes del cuerpo, verbos, el abecedario, vocales y el audio cuento.

Perception survey, question No. 2

In this way, it can be evidenced that they have also felt a positive progress in their learning process, making a self-evaluation exercise, through which they were able to recognize the value of the activities and exercises proposed for the creation and recording of their audio stories.

After analyzing aspects related to pronunciation and fluency, a category related to the development of confidence and motivation in learning a foreign language emerges.

Confidence.

At the beginning of the pedagogical interventions, it was observed that the students did not participate in the oral production in English, they showed lack of confidence when pronouncing simple words such as "thanks" "Good morning" "hello" and "goodbye". Considering these shortcomings, the researcher teacher worked on vocabulary, pronunciation and fluency, generating a safe environment where the children did not feel fear, sorrow or nervousness when speaking in English.

Estaban felices y emocionados de poder mostrar sus amigos, pero no de exponerlos enfrente de sus compañeros, por miedo a las burlas y a la represión por parte de las maestras. Al incentivarlos a pasar al frente, estaban muy tímidos, pasó un estudiante y fui ayudando para que él pudiera describir las partes del cuerpo, al notar la ayuda más niños se decidieron a pasar a presentar sus personajes, sin embargo, todos con cierto miedo y timidez

Field note, sesión 4.

Se sentían nerviosos, pero se apoyaban en la docente investigadora para poder pronunciar, si no recordaban la palabra la miraban buscando ayuda o decían “no me acuerdo cómo se dice”.

Field note, sesión 4.

Its name is Yuko, em... Yuko has two arms, two em... eyes, one mouth, one /jand/ /jad/ /jed/ head... ay, me puse muy nerviosa.

[Audio recording 2.](#)

Its name is eh... Estrella... she has? eh... /jed/ eh... /jer/ eh... /body/.

[Audio recording 6.](#)

It is evident in the first interventions that the students felt distrustful when speaking, they were nervous to express themselves in front of their classmates, they used "eeh" "emm", the nerves and shyness were also due to the lack of vocabulary and pronunciation of the words they were learning. However, as the sessions went on, the students began to feel more comfortable in the English class, they could now ask questions and have fun learning:

Audio 5, les divierte crear palabras para simular el habla en inglés, y eso va relacionado con la creación y la confianza adquirida por los estudiantes.

Field notes, sesión 4.

its name is oruga - ¿cómo se dice oruga en inglés? - (otro estudiante grita /orug/ todos ríen) - Caterpillar- (todos repiten la pronunciación).

[Audio recording 5.](#)

Al escucharse en los audios, se observó emociones de alegría, pena, asombro, soberbia de su conocimiento "si ves profe, ya hablo inglés" hubo risas y diferentes emociones que aumentaron su confianza.

Field notes, session 6.

In addition, the students were motivated to participate orally. At the beginning of the classes the children had to be motivated by the researcher to express themselves in English. After the work is done during the cycle, the students are proactive and motivated, wanting to participate in the different activities carried out in the classes.

Se puede notar que hay más confianza al leer en inglés, no tienen pena o se limitan por ser escuchados, empiezan a escuchar y respetar a sus compañeros cuando hablan, sin burlas o risas.

Field note, sesión 9.

En las siguientes sesiones, la grabación de los audiocuentos demostró que, aun teniendo timidez y nervios a la hora de grabar, su confianza mejoró notablemente, se deja escuchar los audios después de ser grabados, demuestran su satisfacción al poder escucharse más de un minuto hablando en inglés.

Field note, session 13.

In this way, the confidence with which the students read their audio stories can be evidenced, as in the following fragment of the story "My best friend Rocio", the girl demonstrates confidence.

Me and Rocio go to the park and play. Suddenly, one boy insulted me. I listen to him.

[My best friend Rocio, Audio story.](#)

According to the above, students show remarkable progress in their confidence when they come to the front, respecting when their peers speak or express themselves in English, thus, the group in general is more willing to participate. Also, they evidence this grow when they respond to the survey to the question if they feel more confident or if they have lost their fear when speaking in English.

Answer 1. Era un idioma diferente y tenía miedo a equivocarme, ya me siento tranquila porque ya tengo más confianza conmigo misma.

Answer 1. Sí porque he aprendido a pronunciar algunas palabras difíciles, me siento más confiado porque siento que he mejorado la pronunciación de los verbos, las partes del cuerpo.

Answer 1. Al principio me daba miedo porque no era tan cercano a mis compañeros y casi no sabía inglés, pero la profe ha hecho actividades y me siento confiado porque me he vuelto más cercano a mis compañeros porque entrenamos, practicamos y jugamos más seguido.

Survey,, pregunta No. 1

In this way, it can be evidenced that the children feel that the English class is a space to get closer to their friends, to be calmer and more confident to be able to express themselves and they notice the progress to be able to finish their audio story.

When analyzing the different data collection instruments, they show that the exercises, activities and sessions that have been worked with the students, have contributed to the pronunciation of the students, the final product shows the growth of the students, now they can recognize and understand vocabulary that they did not know at the beginning of the classes, the learning process demonstrates that the creation of audio stories contributes to learning and improving the learning of a foreign language.

CHAPTER VI: CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

This chapter shows the conclusions of a research study that were obtained thanks to the results of the analysis described in the previous chapter, in relation to the process that the students had throughout the intervention sessions, evidencing that the creation of audio stories within a Project based learning (PBL) might improve fifth grade students' oral production in EFL. Additionally, recommendations and suggestions for future research will be discussed.

This qualitative action research project aimed to describe the usefulness of the audio stories created by the students and the set of activities designed under the principles of PBL; likewise, the study aimed to identify overcoming difficulties in speaking in English and improving oral skills. Therefore, the research question guiding this study was:

How does the creation of audio stories within a Project based learning (PBL) improve fifth grade students' oral production in EFL?

In response to the question, the data revealed that the use of the activities based on the methodology and each one of the pedagogical interventions were focused on contributing to the development of the audio story and the analyzed aspects: pronunciation, fluency and confidence, thus revealing the considerable progress the students had.

As far as pronunciation is concerned, the significant contribution that the creation of the audio stories has had on the students' learning process is undeniable. Throughout this study, it has been found that the advances in the comprehension and awareness of the phonetic differences between their mother tongue and English are remarkable and, in many cases,

surprising; the children have developed the ability to discern and understand specific phonemes of the English language, even those that have no equivalent in their native language.

This progress is clearly manifested through tangible examples presented in previous chapters, where it has been demonstrated that students were able to interpret and articulate English phonemes more accurately and clearly. Previously, they could conceive of only one pronunciation for each vowel, but now they recognize that vowels can have multiple phonemes, which is fundamental in the acquisition of a more authentic and fluent pronunciation.

Importantly, in words where graphemes are combined resulting in a single phoneme, students demonstrated the ability to interpret and reproduce these sounds with greater proficiency. This indicates noteworthy increase in their ability to pronounce English words in a better, slightly more coherent, and accurate manner.

On the other hand, the improvement that the students have experienced in terms of their fluency in the language is remarkable. At the beginning of the pedagogical interventions, the students lacked the ability to combine more than two words in English in a coherent manner. However, as the sessions proceeded, under the guidance of the teacher-researcher, the students began to demonstrate the ability to generate and verbally express the connection of words, culminating in the creation and articulation of complete sentences.

The advancement is undeniable and is manifested in the transition from the initial inability to put two English words together to the ability to produce complete audio stories. Although absolute perfection has not been achieved, progress is evident and promising. This achievement reflects not only a development in fluency, but also an increase in students' confidence and competence to communicate in English. The fact that they can now create complete narratives is a demonstration of the positive impact of the pedagogical interventions

and underscores the importance of continuing to strengthen these practices in the teaching-learning process.

Finally, it is evident the considerable increase that the students have experienced in terms of confidence and motivation, not only in relation to the creation of audio stories, but also in their attitude towards learning a foreign language. This is clearly reflected in the results of the final survey (annex 3), where students were asked if they felt capable of creating another audio story, and most of them express their willingness to embark on a new audio story project.

In addition, the level of fluency and pronunciation achieved by the students in their audio stories demonstrates the constant work and confidence they have acquired in the oral production of these materials. The improvement in their ability to express themselves effectively and clearly in English is evident and reflects the dedication and effort they have invested in this learning process.

The audio story has proven to be a highly effective teaching resource that not only improves students' language skills, but also fosters and increases their confidence, trust and motivation. These elements are fundamental to successful foreign language learning and reinforce the idea that audio storytelling is a valuable pedagogical tool that can inspire learners to actively engage in their new language acquisition process.

Finally, the audio story is evidenced as a didactic resource that contributes to the learning and improvement of oral production in fifth graders of the Guillermo Cano Isaza school. After having elaborated a final project with this didactic resource, the students stood out in communicative skills of the English language, especially in oral production, pronunciation, fluency, and self-confidence.

6.2 Recommendations

As final recommendations, it is essential to consider increasing the frequency of the learning sessions. As previously mentioned, students participated in only one session per week, with a duration of one hour and forty-five minutes. However, to achieve even stronger and more meaningful results, it is suggested to increase the number of weekly sessions. This higher frequency would allow for a more constant immersion in the language learning process and provide more opportunities for practice and consolidation of communicative skills.

In addition, in relation to the audio story recordings, it is important to note that although the school provided technological resources, the lack of trained personnel to fully utilize them limited their use. For future research, it is strongly recommended that both teachers and researchers should be trained in the effective use of these technological tools. This will ensure more efficient use of available resources and allow for more successful implementation of future research projects. The combination of technological resources with adequate knowledge of their application can significantly enhance the results of similar pedagogical research in the future.

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Annex #1

1. Escribe dentro de cada cuadro la letra que corresponda según la imagen.

- A. Sara jumps in the park.
- B. My sister plays basketball.
- C. Juan reads a new superheroes Book.
- D. Carla rides her bike.
- E. I love my family.



2. Responde las siguientes preguntas.

How old are you?

What is your favorite food?

Do you practice some sport?

What do you like to do in your free time?

3. Escribe la emoción y cuando te sientes de esa manera



I am _____

When I _____



I am _____

When I _____



I am _____

When I _____



I am _____

When I _____

4. Lee el siguiente texto y haz un dibujo relacionado con este.

My name is Carla, I am 10 years old, I live with my mother, my father and my brothers, I like to play with my friends, go to school and read books. Today, we go to a new park near my home. It is so big and it has fun playgrounds. I want to ride all the attractions.



5. Escucha el audio y marca los nombre, días y Materias.

| Name | Days | Subject |
|---------|----------|---------|
| Lorie | Monday | Art |
| Sophie | Tuesday | Math |
| Matt | Sunday | English |
| Camille | Thursday | History |

Annex #2

Nombre _____

¿Qué te gusta hacer en tu tiempo libre?

¿Te gusta dibujar? ¿por qué?

¿Te gusta pintar o colorear? ¿Por qué?

¿Te gusta crear historias? ¿De qué tipo?

¿Sabes qué es un audio cuento?

Annex #3

